

FLOUR BLUFF H S

Flour Bluff High School Campus Improvement Plan 2020/2021



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FLOUR BLUFF H S

Mission

Flour Bluff Independent School District, in partnership with the community, has high expectations for all students and is committed to:

Building a solid foundation for college, career and lifelong success through academic, extracurricular and special programs.

Providing a safe, caring, effective learning environment that promotes healthy, productive lifestyles.

Developing character that fosters responsible citizenship and leadership.

Enhancing our relationship with the community while providing fiscal responsibility.

Supporting effective educational innovation.

Vision

EVERY STUDENT IS WORTH MY BEST

Nondiscrimination Notice

FLOUR BLUFF H S 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.

Goals of Flour Bluff Independent School District:

1. Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
2. Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.
3. Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.
4. Engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens.
5. Partner with industry and community in a mutually beneficial manner to enhance our students' educational experiences and opportunities.
6. Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

FLOUR BLUFF H S Site Base

Name	Position
Schaum, Allison	District-level Professional
Crenshaw, James	Campus Administrator
Parker, Mary	Curriculum Supervisor
Bernal, Veronica	Non-classroom Professional
Duenes, Adrienne	Paraprofessional
Spencer, Tiffany	Parent
Venable, Brandi	Teacher
Viera, Justene	Teacher
Bell, Matthew	Teacher
Davis, Philip	Teacher
Lechner, Nancy	Parent
Anciso, Mike	Business Representative
Bell, Myriam	Community Representative
Storm, Delmagene	Community Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

A diverse student population representing Flour Bluff, Padre Island and the Naval Base as well as students from military families, employee families and tuition transfers from other Corpus Christi school districts.

Demographics Summary

Flour Bluff High School serves over 1800 students, including residents of Flour Bluff, Padre Island, and the Naval Air Station. We also have foreign exchange students and transfer students enrolled every year. Those numbers vary year to year.

Student Achievement

Student Achievement Strengths

Advanced Placement - Total Number of Students Tested: 2017=349, 2018=401, 2019=386

English 1 EOC - First Time Testers 79% met approaches

English 2 EOC - First Time Testers 85% met approaches

Algebra 1 EOC - First Time Testers-94% met approaches

Biology EOC - First Time Testers - 94% met approaches

U.S. History EOC - First Time Testers - 96% met approaches

Student Achievement Needs

A higher percentage of students need to be successful on the English 1 and the English 2 End-Of-Course exams.

Student Achievement Summary

Comprehensive Needs Assessment

The High School earned 91 on Domain one Student Achievement

English 1 EOC: 17% met Mastery

English 2 EOC: 13% met Mastery

Algebra 1 EOC: 30% met Mastery

Biology EOC: 59% met Mastery

U.S. History EOC: 29% met Mastery

School Culture and Climate

School Culture and Climate Strengths

Flour Bluff High School has a high degree of teacher content expertise.

Flour Bluff High School staff is committed to the success of our students.

Campus teams utilize time and effort in working toward growth and success for all students.

Campus teams continually seek to learn and grow and to assist students daily.

School Culture and Climate Summary

We are working through departmental and subject area professional learning communities (PLCs) to strengthen instruction. PLCs are working together to plan instruction and academic intervention strategies. PLC teams meet each Wednesday morning to review data and plan instruction. The High School is implementing a curriculum for Social and Emotional Learning through freshmen advisory and World Geography classes.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Flour Bluff High School staff attends professional development to address specific needs as they are identified.

Professional Learning Communities discuss the rigor and the Texas Essential Knowledge and Skills during curriculum development time.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Flour Bluff High School actively recruits teachers and other staff to find the best person for each position. In addition to a strong educational background, teachers' innovation and attitude toward education are factors that are taken under consideration. Each teacher candidate participates in a panel interview. New teachers to the district are supported through mentoring initiatives and professional development.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The Read Right program and tutorials are used as a Response to Intervention (RtI) strategies for struggling students. Data indicates the average student increases their reading by at least one level when they attend Read Right consistently for 6 months or more. The student is able to graduate from the program, once the student is on grade level in Reading.

Specific courses to address accelerated instruction for students who have not passed the English 1, English 2, Biology and Algebra 1 End of Course Exams were developed and implemented. This is a Tier II intervention.

Curriculum, Instruction and Assessment Summary

Flour Bluff High School utilizes the Professional Learning Community developed curriculum as the foundation for teaching the TEKS. Additionally, our Advanced Placement courses utilize their approved College Board curriculum. Dual Credit courses utilize the approved syllabi from the appropriate college.

Family and Community Involvement

Family and Community Involvement Strengths

Parents have many avenues through which to communicate and to be a part of the activities that best support their children.

Flour Bluff High School welcomes parent involvement and input and the staff consistently seeks new ways to encourage parents to get involved.

The campus has several booster clubs, PTSA and parent volunteers.

The campus is participating in the district wide mentorship program.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Throughout the year, Flour Bluff High School hosts open houses, fairs, parent conferences, training, presentations and special events. Additionally, the campus provides resources for parents to communicate with school staff and to stay aware of the progress of their children, such as Skyward Family Access, School Messenger, Teacher Webpages, e-mail, phone, progress reports/report cards, newsletters, the district website and text messaging.

School Context and Organization

School Context and Organization Strengths

Flour Bluff High School attracts students and parents to the district due to the type of services provided, the competitiveness of our programs and a desire to excel. Additional teachers may be needed for new CTE courses.

School Context and Organization Summary

Flour Bluff High School offers a wide variety of courses and programs to meet the needs of all students. The campus staff works to maintain the campus facilities and resources necessary to conserve funds and provide quality services to students.

Technology

Technology Strengths

Flour Bluff High School has invested in and supported technology equipment to be used in the classroom directly with students. Teachers have embraced strategies that blend learning with technology and the Bring Your Own Device initiative. SMARTBoards and document cameras are used extensively in the classrooms to enhance lessons. Grants have been submitted to support obtaining technology for the campus. Increased use of Google Classroom to aide instruction and communication.

Technology Summary

Comprehensive Needs Assessment

Technology Summary (Continued)

Flour Bluff High School (HS/UPHSP/SDGC/Auditorium) currently has the following technology equipment available:

446 Desktop Computers
711 Laptop Computers
320 Chromebook computers
95 Printers
106 LCD Projectors
52 Document Cameras
68 SMART Boards
49 iPads
4 Fax Machines
4 Scanners

Other

Other Summary

Top Priorities

1. Continue the formalized continuous improvement process that was put in place last year by collecting student, parent and staff data (including surveys) and using that data to develop future goals through collaboration with the leadership team.
2. Implement Social and Emotional Learning lessons through freshmen advisory and other content subject using the School-Connect curriculum.
3. Re-form a campus technology committee that will seek input from teachers and students to guide campus decisions on purchasing of and integration of technology into classroom instruction.
4. Work through subject area PLCs in English 1, English 2, Algebra 1, Biology and US History to come up with instructional strategies to increase the number of students achieving mastery level on End of Course Exams.
5. Identify students who have not passed all areas of the TSI and allow for additional opportunities.

Comprehensive Needs Assessment Data Sources

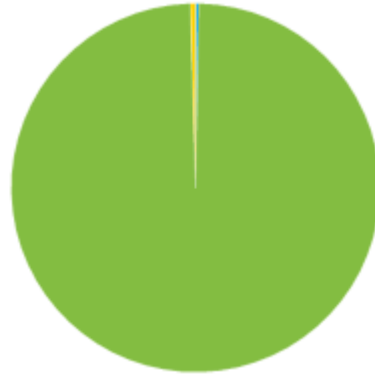
Accountability Distinction Designations
Action research results
Annual dropout rate data
AP and/or IB assessment data
Attendance data
Budgets/entitlements and expenditures data
Campus leadership data
Campus Performance Objectives Summative Review
Closing the Gaps Domain
College, career or military-ready graduates
Communications data
Community surveys and/or other feedback
Completion rates and/or graduation rates data
Current and/or prior year(s) campus/district plans
Department/faculty meeting discussion/data
Discipline records
District Goals
Dyslexia Data
Effective Schools Framework data
Failure Lists
Federal Report Card Data
Grades that measure student performance on TEKS
Observation Survey results
Parent surveys and/or other feedback
PBMAS data
Planning and decision making committee data
Professional development needs assessment data
Professional learning communities (PLC) data
PSAT and/or ASPIRE
SAT and/or ACT assessment data
SSI data for Grades 5 and 8
STAAR current and longitudinal results
STAAR EL Progress Measure data

Comprehensive Needs Assessment

STAAR Released Test Questions
Staff surveys and/or other feedback
State and federal planning requirements
State and federally required assessment informatio
State-developed online interim assessments
STEM/STEAM data
Student Achievement Domain
Study of best practices
Survey and Interviews of Students/Staff/Parents
TELPAS results
Texas Academic Performance Report (TAPR) data
Tobacco, alcohol, and other drug-use data
Violence and/or violence prevention records

Resources

Currency



Total	\$3,192,129
Federal	\$8,900
State	\$3,168,957
Local	\$14,272
Other	\$0

Resource	Source	Amount
ESL 6300	Federal	\$1,000
Title II 6200	Federal	\$2,671
Title II 6300	Federal	\$4,529
Title II 6400	Federal	\$700
244-6200	Local	\$1,000
244-6300	Local	\$11,272
244-6400	Local	\$2,000
CTE 6100	State	\$659,762
CTE 6200	State	\$87,765
CTE 6300	State	\$80,635
CTE 6400	State	\$15,400
SCE 6100	State	\$361,913
SCE 6200	State	\$6,403
SCE 6300	State	\$41,637
SCE 6400	State	\$825
SE-162 6100	State	\$1,561,555
SE-162 6200	State	\$24,905

Resources

Resource	Source	Amount
SE-162 6300	State	\$4,836
SE-162 6400	State	\$8,900
SE-224 6100	State	\$219,421
SE-224 6200	State	\$95,000

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Objective 1. (Mathematics) The TEKS will be effectively taught for Algebra, utilizing district curriculum, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup will achieve the set passing and masters grade level rate goals on STAAR for Algebra in order to meet accountability standards. To meet Student Success Initiative (SSI), interventions will be implemented for students who are at-risk of failing STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Meet in subject area Professional Learning Community teams to: 1.) Utilize district developed curriculum as the foundation curriculum, 2.) Develop student learning goals for each six weeks, 3.) Utilize data from Data Management for Assessment and Curriculum (DMAC), common formative assessments and Skyward (i.e. grades, discipline and attendance) to identify students who need intervention and determine level of student success, 4.) Utilize advisory time to support and tutor students with gaps in their math skills, 5.) Provide professional development for instructional staff, 6.) Provide supplies, equipment, and resources including technology, 7.) Writing across the curriculum. (Target Group: All) (Strategic Priorities: 2) (ESF: 2)</p>	<p>Assistant Principal(s), Department Chair, Principal, Subject Area PLC</p>	<p>2020-2021</p>	<p>(F)ESL 6300 - \$250, (F)Title II 6200 - \$200, (F)Title II 6300 - \$400, (F)Title II 6400 - \$200, (S)SCE 6100 - \$94,566, (S)SCE 6200 - \$1,000, (S)SCE 6300 - \$10,000, (S)SCE 6400 - \$300, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$691, (S)SE-224 6100 - \$31,345</p>	<p>Criteria: Math results for STAAR, Grades, Promotion/Retention Data Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data in the Form of Reports, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, Math Results for STAAR, & Passing/Retention Rates Think Through Math Reports</p>

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Objective 2. (Science) The TEKS will be effectively taught for Science, utilizing district 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), will achieve the set passing and masters grade level rate goals on STAAR for Biology in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Meet in subject area Professional Learning Community teams to: 1.) Utilize district developed curriculum as the foundation curriculum, 2.) Develop student learning goals for each six weeks, 3.) Utilize data from Data Management for Assessment and Curriculum (DMAC), common formative assessments and Skyward (i.e. grades, discipline and attendance) to identify students who need intervention and determine level of student success, 4.) Utilize advisory time to support and tutor students with gaps in their science skills, 5.) Ensure that 40% of classroom instruction is devoted to labs, 6.) Provide professional development for instructional staff, 7.) Analyze lab equipment needs based on science TEKS and acquire any items needed to ensure all labs can be properly conducted, 8.) Provide supplies, equipment and resources, 9.) Provide a dedicated science tutor for students who did no (Target Group: All) (Strategic Priorities: 3) (ESF: 2)</p>	<p>Assistant Principal(s), Content Area Supervisor, Curriculum Supervisor, Department Chair, Principal, Subject Area PLC</p>	<p>2020-2021</p>	<p>(F)ESL 6300 - \$250, (F)Title II 6200 - \$300, (F)Title II 6300 - \$600, (F)Title II 6400 - \$100, (L)244-6200 - \$500, (L)244-6400 - \$1,643, (S)SCE 6100 - \$89,146, (S)SCE 6200 - \$900, (S)SCE 6300 - \$3,000, (S)SCE 6400 - \$200, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$691, (S)SE-224 6100 - \$31,346</p>	<p>Criteria: Science Results for STAAR, Science Grades, Promotion/Retention Rates Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data from DMAC, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, STAAR Results & Passing/Retention Rates</p>

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Objective 3. (Social Studies) The TEKS will be effectively taught for Social Studies, utilizing district 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) will achieve the set passing and masters grade level rate goals on STAAR for US History in order to meet accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Meet in subject area Professional Learning Community teams to: 2.) Utilize district developed curriculum as the foundation curriculum, 3.) Develop student learning goals for each six weeks, 4.) Utilize data from Data Management for Assessment and Curriculum (DMAC), common formative assessments and Skyward (i.e. grades, discipline and attendance) to identify students who need intervention and determine level of student success, 5.) Utilize social studies department chair to support teachers with the use of curriculum and evaluate the effectiveness of instruction based on levels of student participation, discussion, problem-solving, creativity, research and questioning strategies, 6.) Provide professional development for instructional staff, 7.) Utilize advisory time to support and tutor students with gaps in their social studies skills, 8.) Provide supplies, equipment and resources needed, 8.) Provide a dedicated Social Studies tutor for students who did not pass the EOC. (Target Group: All) (Strategic Priorities: 3) (ESF: 2)</p>	<p>Assistant Principal(s), Department Chair, Principal, Subject Area PLC</p>	<p>2020-2021</p>	<p>(F)ESL 6300 - \$250, (F)Title II 6200 - \$250, (F)Title II 6300 - \$600, (F)Title II 6400 - \$150, (S)SCE 6100 - \$88,146, (S)SCE 6200 - \$661, (S)SCE 6300 - \$2,900, (S)SCE 6400 - \$100, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$691, (S)SE-224 6100 - \$31,346</p>	<p>Criteria: Social Studies Results for STAAR, Social Studies Grades, Promotion/Retention Data Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data in the Form of Reports, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, STAAR Results & Passing/Retention Rates</p>

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Objective 4. (English Language Arts) The TEKS will be effectively taught for English Language Arts, utilizing district curriculum, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup will achieve the set passing and masters grade level rate goals on STAAR for ELA. To meet Student Success Initiative (SSI) requirements, interventions will be implemented for students who are at-risk of not meeting STAAR standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Meet in subject area Professional Learning Community teams to: 1) Utilize district developed curriculum as the foundation curriculum, 2) Develop student learning goals for each six weeks, 3) Utilize data from DMAC, common formative assessments and Skyward to identify students who need intervention, 4) Utilize ELA department head to support teachers with the use of curriculum and evaluate the effectiveness of instruction based on levels of student participation, discussion, problem-solving, creativity, research & questioning strategies, 5) Provide professional development for instructional staff, 6) Analyze ELA EOC exams and incorporate higher level instructional strategies into ELA courses to ensure students perform at high levels on the EOC, 7) Utilize advisory time to support and tutor students with gaps in their ELA skills, 8) Dedicated ELA classes for students who did not pass the English I or English II EOC exams, 9) Provide resources, 10) Dedicated ELA EOC tutor, 11) State Interim Tests (Target Group: All) (Strategic Priorities: 3) (ESF: 2)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Department Chair, Principal, Subject Area PLC</p>	<p>2020-2021</p>	<p>(F)ESL 6300 - \$200, (F)Title II 6200 - \$260, (F)Title II 6300 - \$929, (F)Title II 6400 - \$100, (S)SCE 6100 - \$90,055, (S)SCE 6200 - \$1,000, (S)SCE 6300 - \$13,100, (S)SCE 6400 - \$75, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$806, (S)SE-224 6100 - \$31,346</p>	<p>Criteria: STAAR English I and II EOC Results Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data in the Form of Reports, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, English I and II EOC passing and commended rates & Passing/Retention Rates, APEX Learning</p>

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Objective 5. (K-2 ELA and Math) 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 TX-KEA and mCLASS and Math Assessments to build the foundation skills necessary for students to be successful on STAAR ELA and Algebra in the future.

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)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021		Criteria: TPRI Results, Math Assessment Results, Promotion/Retention Data, STAAR Results Professional Learning Communities Discussions Vertical Alignment Discussions Grades Promotion/Retention Data

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Objective 6. (Federal Programs) The district and campuses will meet compliance requirements for Title I, Part A (Every Student Succeeds Act) School-wide Program, Title II, Part A Teacher 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 work collaboratively with the district strategies for this objective. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021	(F)ESL 6300 - \$50, (F)Title II 6200 - \$521, (S)SCE 6400 - \$100	Criteria: NCLB Compliance Reports, PBMAS Data, Highly Qualified Reports, State Compensatory Education Reports, Audits, Funding Reports Budget Procedures and Requirements Documentation of Activities Time and Effort Reports Training Agendas Training Certificates Review of Highly Qualified Status

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- Goal 1.** Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.
- Objective 7.** (Closing Performance 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
<p>1. 1) Provide the resources, training and support necessary for students and teachers to demonstrate participation and success rates: 1.) Provide inclusion classes and training to inclusion teachers to enable more special education students to be enrolled in general education classes and receive grade level TEKS instruction, 2.) Implement an early attendance procedure on testing days that allows staff to identify absent students in time to call or make a home visit, 3.) Communicate testing information through district communication channels like the marquee and make call-outs on the phone master to remind parents and students of the test days, and 4.) Provide professional development, materials, equipment, curriculum and resources or Response to Intervention (Rtl) and implement strategies in daily instruction. 5.) Train teachers in strategies that improve learning for targeted groups. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)</p>	<p>Assistant Principal(s), Curriculum Supervisor(s), Department Chair, Principal, Subject Area PLC</p>	<p>2020-2021</p>	<p>(F) Title II 6200 - \$100, (S) SCE 6200 - \$400, (S) SCE 6300 - \$300, (S) SCE 6400 - \$50, (S) SE-162 6100 - \$223,079, (S) SE-162 6200 - \$3,558, (S) SE-162 6300 - \$691, (S) SE-224 6100 - \$31,346</p>	<p>Criteria: STAAR Results, Participation Rate, Attendance Rate, TELPAS Data, AMAOs Lesson Plans, Walkthroughs, Training Certificates, Benchmark Scores, Grade Reports, Attendance, Disaggregated Data in the Form of Reports, Training Agendas, Sign In Sheets, Master Schedule, Individual Education Plans, Case Management Logs and Class Rosters, STAAR EOC Passing and Commended Rates, TELPAS, College Readiness Indicators - SAT, ACT, & Texas Success Initiative</p>

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Objective 8. (TELPAS) To meet state and federal accountability 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
<p>1. 1) Provide the resources, training and support necessary for students and teachers to demonstrate success on the TELPAS: 1.) Analyze TELPAS & EOC scores and identify target objectives for Limited English Proficient (LEP) students using DMAC software to disaggregate benchmark data, 2.) Provide information, training and resources to teachers to meet the needs of LEP students and Sheltered Instruction strategies, 3.) Provide professional development (i.e. English Language Proficiency Standards, Sheltered Instruction Observation Protocol) for teachers of English Language Learners to help students increase their English language skills, and 4.) Utilize Read Right services to assist LEP students in developing proficient reading skills. 5.) Work with the Local Education Service center to improve instruction to EL students. (Target Group: All) (Strategic Priorities: 1) (ESF: 4)</p>	<p>Assistant Principal(s), Content Area Teachers, Curriculum Supervisor, Department Chair, Director of Special Programs, EL Teacher(s), Principal</p>	<p>2020-2021</p>	<p>(F)Title II 6200 - \$100, (F)Title II 6300 - \$500, (F)Title II 6400 - \$50, (S)SCE 6200 - \$200</p>	<p>Criteria: TELPAS Scores LEP Assessment Data, Sign In Sheets, Training Certificates, LPAC Minutes, Reports from DMAC Software, Reports to Teachers, Lesson Plans and Walkthroughs, TELPAS Results, TAPR</p>

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Objective 9. (Graduates) To meet state and federal accountability requirements, a minimum of 95% of all students will be completed within five years of starting high school, with a dropout rate of less than 1%, and students will have the opportunity to earn at least 12 Dual Credit hours.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Provide the resources, training, networking and support necessary for students and staff to succeed: 1.) Maintain failure rates to < 20% in all classes by using research-based common instructional strategies and the Professional Learning Community teams, 2.) Utilize grade attendance and discipline data to facilitate immediate interventions within the RtI framework for students in danger of failing core subjects, and refer students for assistance when interventions are not successful, 3) Coordinate with partners-- i.e. Del Mar College, Texas A & M University--Corpus Christi, Craft Training Center, industry partners, community resources, work-based learning partners, & statewide articulation contacts, 4.) Conduct college, career and financial aid fairs, presentations and seminars, 5.) Promote enrollment of AP, Dual Credit and OnRamp classes through presentations, counselor involvement, on site Texas State Initiative testing, and analysis of PSAT results. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4)</p>	<p>ACE/SDGC Teachers, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Director of Security, Director of Special Programs, Dual Credit Facilitators, Leadership Team, Principal, SAT (CORE) Committee, Truancy Officer</p>	<p>2020-2021</p>	<p>(F)Title II 6200 - \$50, (F)Title II 6300 - \$500, (S)SCE 6200 - \$200</p>	<p>Criteria: Grades, Promotion/Retention Data, Course Enrollment, Course Completion, Leaver Data, Credits Earned, Completion/Dropout Rate, Graduation Plan Data Benchmark Scores, Grade Reports, Attendance, Evaluation Reports, Academic Success Reports, Lesson Plans, Training Agendas, Sign In Sheets, State and College Readiness Assessment Scores, Individual Educational Plans, Case Management Logs, Expenditures, & Transcripts STAAR Passing and Commended Rates, TELPAS, College Readiness Indicators-- SAT/ACT/TSI/AP/Dual Credit/Articulated Credit, Enrollment Reports, TAPR, AYP, Promotion/Retention Data, Graduation/Completion Rates, Dropout Rates, Individual Education Plans, Student Services Reports, PBMAS Reports, Participation Rates, Attendance Rates & Graduation Plan Data</p>

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

Objective 10. (Attendance) To meet state and federal performance requirements, attendance for the district and each campus will be 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Provide the resources, training, networking and support necessary for students and staff to be able to:</p> <p>1.) Communicate with parents via resources like Skyward Family Access, district/campus website, planning guides and handbooks, 2.) Utilize a system of monitoring attendance that includes using an admittance slip, advising students of the attendance laws, verifying attendance, and generating weekly reports of unexcused absences, 3.) Assistant principals will see students with non-cleared unexcused absences daily, 4.) Truant students will be reported to truancy officer weekly, 5.) Continue to offer incentives such as gift certificates for attendance, 6.) Promote good attendance through exemptions from semester exams based upon course grade and absences, and 7.) Contact students in danger of losing credit or becoming truant. (Target Group: All)</p>	<p>Administration Attendance Clerk, Assistant Principal(s), Attendance Clerks, Principal, Teacher(s), Truancy Officer</p>	<p>2020-2021</p>	<p>(S)SCE 6300 - \$137</p>	<p>Criteria: Attendance Rates, Participation Rates Benchmark Scores, Grade Reports, Attendance, Evaluation Reports, Academic Success Reports, Lesson Plans, Training Agenda and Sign in Sheets, Expenditures, Attendance Letters & Call-Outs, Truancy Reports, Guidance Services & Communication Logs, Enrollment Reports, TAPR, AYP, Promotion/Retention Data, Graduation/Completion Rates, Dropout Rates, Student Services Reports, PBMAS Reports, Participation Rates, & Attendance Rates</p>

FLOUR BLUFF H S

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

Objective 11. (Advanced Academics) The percentage of students taking Advanced/Advanced Placement/University Prep/Articulated Credit and Dual Credit courses will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Provide the resources, training, networking and support necessary for students and staff to: 1.) Embed the college readiness standards into the curriculum through the use of the professional learning community teams, 2.) Provide GT update and vertical alignment training for Advanced, Advanced Placement, Dual Credit, Dual Enrollment teachers, counselors and administrators, 3.) Provide College Board training for Advanced, Advanced Placement, Dual Credit, Dual Enrollment teachers and support teachers with curriculum planning time and resources, and 4.) Inform teachers, parents, and students at the junior high level about the importance, requirements, expectations, and benefits of Advanced, Advanced Placement, Dual Credit, Dual Enrollment and Career and Technical Education classes. (Target Group: All) (Strategic Priorities: 3) (ESF: 4)</p>	<p>AP/Pre-AP/UP/CTE Teacher, Assistant Principal(s), Assistant Superintendent, Counselor(s), Curriculum Supervisor(s), Department Chair, Director of Instruction, Director of Special Programs, Principal(s), Public Information Coordinator</p>	<p>2020-2021</p>	<p>(S)SCE 6200 - \$500</p>	<p>Criteria: Course Enrollment, Course Completion Data, Grades, Advanced Placement Scores, Texas Success Initiative Scores, ACT/SAT Scores, STAAR Scores, Certifications Earned Benchmark Scores, Grade Reports, Attendance, Evaluation Reports, Academic Success Reports, Lesson Plans, Training Agenda and Sign-In Sheets, State and College Readiness Assessment Scores, Expenditures, Transcripts, & Guidance Services, AP Exams & Percent of Test Takers Earning a 3, 4, or 5 on the AP Exam, ACT/SAT/PSAT/TSI Performance, College/Advanced/Career Course Enrollment, Course Completion Rates, & Certification Data</p>

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

Objective 12. (College, Career, and Military Readiness) The percentage of students achieving College Readiness Indicators will increase (i.e. SAT/ACT average, Advanced Placement participation and performance, Dual Credit and Articulated Credit enrollment and credit earned, percentage of students completing the Distinguished Achievement Plan, and Commended/College Readiness performance on state assessments).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) Provide the resources, training, networking and support necessary for students and staff to: 1.) Provide professional development for staff to incorporate instructional strategies that promote relevance and rigor in the classroom (i.e. Marking the Text, Text Rendering, Costas Levels of Questioning, & Socratic Seminar), 2.) Administer the TSI and PSAT college readiness assessments and employ subsequent data collected in conjunction with ACT Interest Inventory data from junior high to determine program and curricular quality and strength, and 3.) Develop a "college-going" culture through activities implemented in the Go Center and college celebrations that honor students and teachers from FBHS who have earned college degrees (i.e. personal college experiences, college banners, & attire days). (Target Group: CTE, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)</p>	<p>Curriculum Supervisor, Department Chair, Go Center Staff, HS Staff, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(S)SCE 6200 - \$300</p>	<p>Criteria: Grades, Promotion/Retention Data, Advanced Placement Scores, ACT/SAT Scores, TSI Scores, STAAR Scores, Graduation Plan Data Inservice Agendas, Handouts, Sign-in Sheets, Lesson Plans, Walkthroughs, Testing Schedules, Disaggregated Scores (JH), EPIC's College Readiness Standards, & College Event Flyers, ACT/SAT Participation, AP/Dual Credit/UP/CTE Enrollment, College Enrollment after FBHS, Aggregate PLAN and ACT Scores, TSI Data, PSAT Data</p>

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

Objective 13. (Special Programs) 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 work collaboratively with the district strategies for this objective. (Target Group: ESL, Migrant, SPED, GT, Dys, 504) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021	(F) Title II 6300 - \$200, (S) SCE 6200 - \$200, (S) SE-162 6100 - \$223,079, (S) SE-162 6200 - \$3,558, (S) SE-162 6300 - \$691, (S) SE-224 6100 - \$31,346	Criteria: PEIMS Data, TEA Compliance Reports, PBMAS Data Accurate Reporting in Skyward, for PEIMS Individual Educational Plans Discipline Reports Documentation of Services Provided Student Rosters Course Enrollment Grades

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

Objective 14. (Special Education) 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
<p>1. 1) The campus will work collaboratively with the district strategies for this objective: 1.) The campus will work with the Special Education and English Language Arts Departments to develop effective strategies to increase student writing performance, and 2.) Professional development will be provided at the request of these teachers (Target Group: SPED) (Strategic Priorities: 2)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II 6200 - \$450, (S)SCE 6200 - \$100, (S)SCE 6300 - \$11,000, (S)SE-162 6100 - \$223,081, (S)SE-162 6200 - \$3,557, (S)SE-162 6300 - \$575, (S)SE-162 6400 - \$8,900, (S)SE-224 6100 - \$31,346, (S)SE-224 6200 - \$95,000</p>	<p>Criteria: Special Education Compliance Reports, PBMAS Data Individual Educational Plans Grades Documentation of Services Provided Progress Reports/Report Cards PEIMS Reports Support Services STAAR Score Reports</p>

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

Objective 15. (Career and Technology Education) 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
<p>1. 1) Provide the resources, training and support for students and teachers to: 1) Participate in Endorsements such as Health Science and Science, STEM programs , 2) Ensure that CTE teachers in all areas receive proper training that will lead to students getting all appropriate industry certification or dual credit, 3) Support related student competitions like Robotics, Business Professionals of America & Health Occupations Students of America, 4) Utilize advisory and counseling time to promote non-traditional enrollment into CTE programs (i.e. females/males or first generation college graduates), 5) Encourage students to test for certification exams, 6) Provide equipment, hardware, software & certification testing resources, 7) Provide for agreements (contracts with Del Mar, TAMUCC, and Craft, including tuition, fees, tools and materials), 8) Support a Career Fair and extracurricular fairs to promote enrollment, 9) Develop 6-to-8 year plans with students, & 10) Publish Annual Career Planning Guide (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,4,5)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Assistant Superintendent, Content Area Supervisor, Director of Instruction, Director of Special Education, Director of Special Programs, EIC & Planning and Decision-Making Teams, Principal, Superintendent</p>	<p>2020-2021</p>	<p>(L)244-6200 - \$500, (L)244-6300 - \$11,272, (L)244-6400 - \$357, (S)CTE 6100 - \$659,762, (S)CTE 6200 - \$4,815, (S)CTE 6300 - \$75,797, (S)CTE 6400 - \$11,900</p>	<p>Criteria: Certification Data, Budget Reports, Compliance Reports, Articulated Credits Earned, Dual Credit Earned, 6-to-8-Year Plans Assessment Data, Benchmark Scores, Grade Reports, Attendance, Evaluation Reports, Academic Success Reports, Lesson Plans, Training Agenda and Sign In Sheets, State and College Readiness Assessment Scores, Individual Educational Plans, Expenditures, and Transcripts, STAAR Passing and Commended Rates, College Readiness Indicators--SAT/ACT/TSI/AP/Dual Credit/Articulated Credit, Enrollment Reports, TAPR, AYP, Promotion/Retention Data, Graduation/Completion Rates, Dropout Rates, Individual Education Plans, Student Services Reports, PBMAS Reports, Participation Rates, Attendance Rates, Graduation Plans, Post-Secondary Data, Transition Plans, Documentation of Services, Certification Data, Non-Traditional Enrollment Data</p>

FLOUR BLUFF H S

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

Objective 1. The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly and productive schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective: 1.) District wellness programs, and 2.) Red Ribbon Week activities. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021	(S)SCE 6300 - \$200	Criteria: Discipline Reports, Emergency Procedures and Drills, Guidance Programs, Health Programs Guidance Lessons Emergency Operations Plan Periodic Preparedness Drills Discipline Records Health Services Discipline Referrals

FLOUR BLUFF H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective: 1.) Counselors will meet with students in a variety of settings to provide guidance (i.e. individually, small groups, individual class meetings, whole grade level meetings, advisory classes, & parent meetings). (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(S)SCE 6200 - \$402, (S)SCE 6300 - \$500	Criteria: Guidance Services, Discipline Reports, Attendance Rates Guidance Activities/Lessons Discipline Referrals Attendance Data

FLOUR BLUFF H S

- Goal 2.** Goal 2: Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.
- Objective 3.** 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. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Media Publications, District Website, Board Recognition's Reports of Activities to Public Information Coordinator, News Articles, News Reports, Recognition's at Board Meetings, Information on District Website, in The Hornet Buzz, etc., Announcements, Twitter, & Facebook

FLOUR BLUFF H S

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

Objective 4. 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. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Extracurricular Activities, Extracurricular Rosters, Presentations, Print Materials List of Activities Offered Notice to Parents Teacher Sponsors Student Rosters Calendar of Events Print Materials

FLOUR BLUFF H S

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

Objective 5. After the 2017 safety audit, it was determined Flour Bluff High School needs to improve the emergency warning and procedures already in place at the campus. The campus sees the need for a highly visible display communication channel to complement the existing audio intercom system. Also, the radio system currently in use, needs additional high-powered radio repeaters to expand the ranges of our radios and coverage of the area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. After the 2017 safety audit, it was determined Flour Bluff High School needs to improve the emergency warning and procedures already in place at the campus. The campus sees the need for a highly visible display communication channel to complement the existing audio intercom system. Also, the radio system currently in use, needs additional high-powered radio repeaters to expand the ranges of our radios and coverage of the area. (Target Group: All)	Principal	2020-2021		Criteria: 2017 Safety Audit

FLOUR BLUFF H S

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

Objective 1. 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
<p>1. 1) The campus will work collaboratively with the district strategies for this objective: 1.) Encourage teachers to pursue National Board Certification and recognize National Board Certified teachers, 2.) Training in the PLC occurs through teacher attendance at conferences, workshops, campus training and mentor training, 3.) During nomination and selection of teachers, parents and community members to serve on the Campus Site Based Committee, the board policy is placed above the nomination blank, 4.) Once teachers are selected to serve on Campus Site Based Decision Making Committees, the purpose and responsibilities of membership are explained, and 5.) All teachers have the opportunity every Wednesday morning to participate in subject and departmental PLC meetings. (Target Group: All) (Strategic Priorities: 1)</p>	<p>Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II 6200 - \$200, (F)Title II 6400 - \$100, (S)CTE 6400 - \$2,000, (S)SCE 6200 - \$300</p>	<p>Criteria: Productive Professional Learning Communities, Student Performance Data, Staff Surveys, Staff Feedback, Vertical Alignment Agendas Sign-In Sheets Minutes Quality Lesson Plans and Lessons STAAR Performance Surveys Feedback</p>

FLOUR BLUFF H S

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

Objective 2. 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: 1.) Screen candidates for teaching positions to ensure certifications match current openings, and 2.) Evaluate teacher credentials prior to making changes in teaching assignments (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(F) Title II 6200 - \$240, (S) SCE 6200 - \$240	Criteria: Highly Qualified Reports, Personnel Files, Training Certificates, Transcripts Review of Transcripts and Training Certificates Interview Process Reference Checks Background Checks Recommendations for Hiring Personnel Files TEA Records Highly Qualified Reports

FLOUR BLUFF H S

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

Objective 3. 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: 1.) The campus will work with the faculty to organize events and activities to maintain employee morale. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Media Publications, Faculty/Staff Awards, Board Recognition's, Lists of Accomplishments Information Submitted to Public Information Office Employee Awards Lists of Accomplishments Board Recognition's Media Publications

FLOUR BLUFF H S

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

Objective 4. 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) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: List of Benefits, Benefits Committee Agendas, Comparisons to Other Districts Provide Representative to Benefits Committee Report Progress Be Knowledgeable of Benefits Offered Direct Employees to Personnel Office for Discussions on Benefits

FLOUR BLUFF H S

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

Objective 5. The personnel and public information offices will participate in university job fairs, 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) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Distributed Printed and Web-Based Materials, Pool of Applicants, List of Fair Participants Follow District Hiring Procedures Review Applications Through School Recruiter Interview Candidates Refer Candidates to Information at Fairs, Website, Printed Materials

FLOUR BLUFF H S

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

Objective 1. 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
<p>1. 1) Increase parental involvement and awareness by providing opportunities for parents to be involved in their child's education: 1.) Promote school sponsored activities such as Back to School Swarm, Parent Conference Day, Open House, Homecoming Parade, Texas Public Schools Week, College Financial Aid Night, Parent Teacher Association meetings, and College & Career Day, 2.) Educate parents to utilize Skyward Family Access as a tool to monitor student performance and attendance, 3.) Encourage students and parents to utilize Teacher webpages as a way to access daily class assignments and educational resources, 4.) Provide content specific pamphlets at various school/parent functions (i.e. Hello Freshmen, AP, UPHSP, CRAFT, TAMU-CC Elite Islander Program, College Financial Aid and Career Fairs, and 5.) Participate in the District Mentoring program. (Target Group: All) (Strategic Priorities: 4)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Associate Superintendent of Student Services, Counselor(s), Curriculum Supervisor(s), EIC & Planning and Decision-Making Teams, HS Staff, Principal(s)</p>	<p>2020-2021</p>	<p>(S)CTE 6300 - \$200</p>	<p>Criteria: Parent Involvement Logs, Parent Activities, Parent Surveys, Parent Feedback District & Campus Publications, Event Notices, Website Posts, Meeting Agendas, Volunteer Logs, Parent Conference Sign In Sheets, & Parent Contact Logs, State Assessment Data, TAPR Reports, AYP Performance Reports, Completion Rates, Dropout Rates, & Graduation Rates</p>

FLOUR BLUFF H S

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

Objective 2. The district will provide training opportunities and access to resources in technology for parents and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively in supporting the district strategies for this objective: 1.) The registrar's office routinely helps parents with Skyward access, and 2.) Teachers e-mail and call parents when there are questions about teacher webpages. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(F)Title II 6300 - \$300	Criteria: Training Opportunities, Agendas, Sign-In Sheets, Feedback from Participants, Usage Reports Sign-In Sheets Agendas Presentations Availability of Communication Tools Usage Reports Feedback from Parents Surveys

FLOUR BLUFF H S

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

Objective 1. The district will seek opportunities to partner with industry and community representatives. The campus will also work more closely with our industry partners through the CTE committee.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively in supporting the district strategies for this objective. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(S)CTE 6200 - \$80,950, (S)CTE 6300 - \$1,603, (S)CTE 6400 - \$500	Criteria: Partnership Agreements, Services Provided Partnership Meetings Partnership Agreements Services Provided

FLOUR BLUFF H S

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

Objective 1. 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 in supporting the district objectives. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(F) Title II 6300 - \$500, (S) CTE 6200 - \$2,000, (S) CTE 6300 - \$3,035, (S) CTE 6400 - \$1,000, (S) SCE 6300 - \$500	Criteria: Course Offerings, Course Enrollment, Programs and Services Provided, Foundation Grants SBDM Discussions/Agendas Requests for Courses Requests for Services Grant Applications Implementation of Grants Awarded Class Enrollments

FLOUR BLUFF H S

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

Objective 2. 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 in supporting the district strategies for this objective. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Budget Reports, Reports to the Board, Evaluations, Capital Improvements Work Orders, Completion of Work, Budget Activity, & Requests for Services

FLOUR BLUFF H S

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

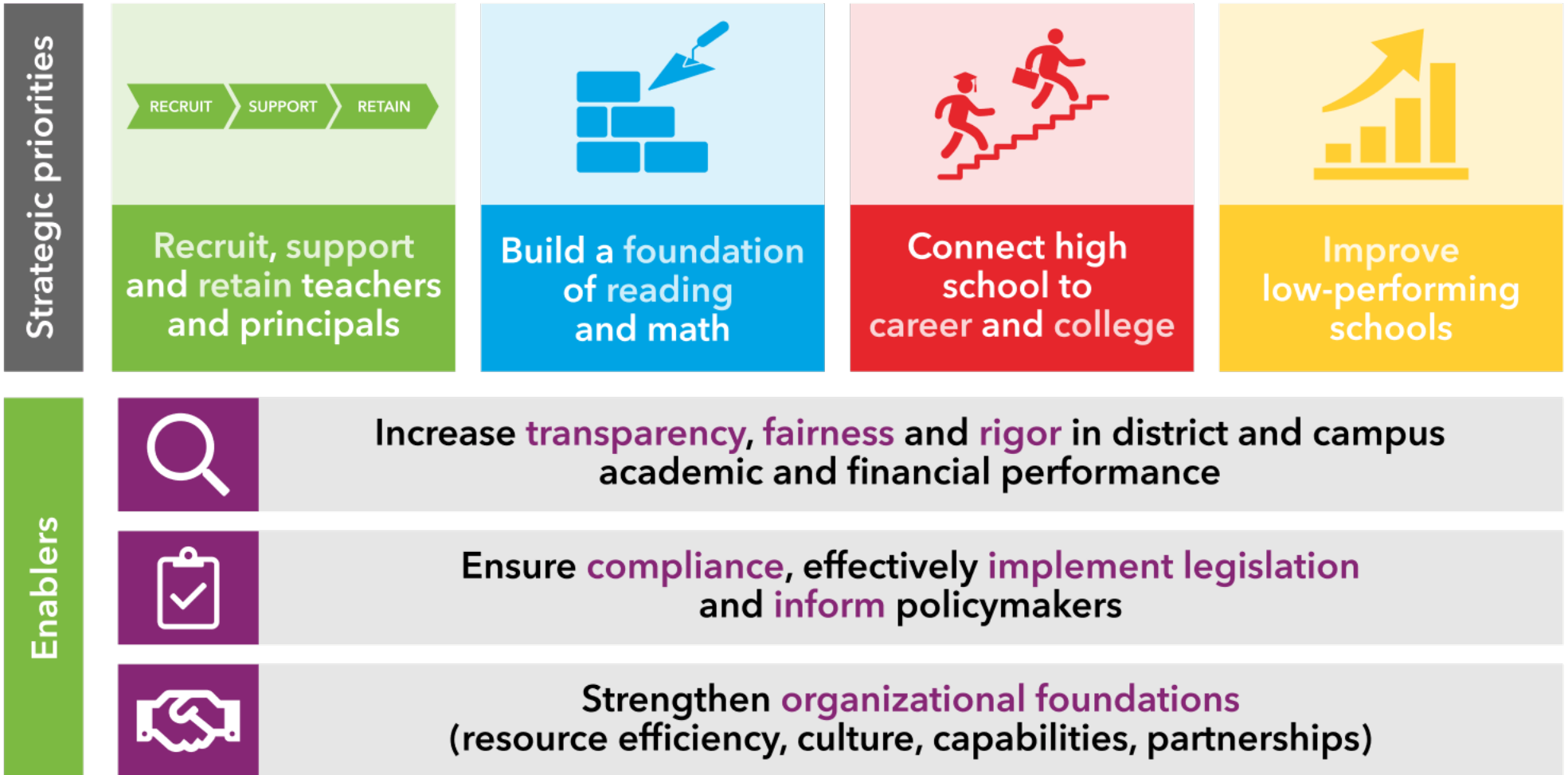
Objective 3. Campus activity funds will be utilized to support the district's educational purpose.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The High School Team will: use campus activity funds to support student performance and enhancement of student learning through field trips, projects and competitions and to promote student attendance and improve student behavior. (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Principal(s)</p>	<p>2020-2021</p>		<p>Criteria: Audit, Activity Funds Records and Balance Formative: Activity Account Entries, Balance & Requisitions, & Monthly Expenditure Reports Summative: Results for STAAR EOC, Attendance Rate, Discipline Summary Reports, & Expenditure Reports</p>

High School Campus:

1. Continue the formalized continuous improvement process that was put in place last year by collecting student, parent and staff data (including surveys) and using that data to develop future goals through collaboration with the leadership team.
2. Implement Social and Emotional Learning lessons through freshmen advisory and other content subject using the School-Connect curriculum
3. Re-form a campus technology committee that will seek input from teachers and students to guide campus decisions on purchasing of and integration of technology into classroom instruction.
4. Work through subject area PLCs in English 1, English 2, Algebra 1, Biology and US History to come up with instructional strategies to increase the number of students achieving mastery level on End of Course Exams.
5. Identify students who have not passed all areas of the TSI and allow for additional opportunities.

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



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