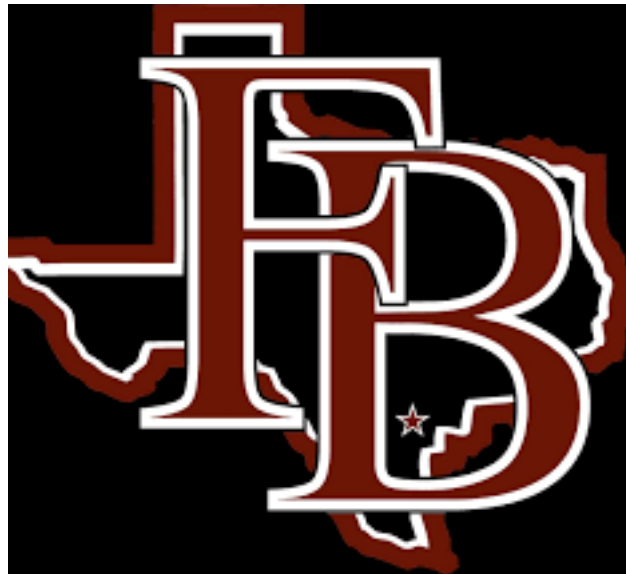


FLOUR BLUFF J H

Flour Bluff Junior High Campus Improvement Plan 2020/2021

It pays to be Responsible, Respectful, and Productive at Flour Bluff Junior High.



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FLOUR BLUFF J H

Mission

The 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 J H 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.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Junior High has:

A strong special education program

Response to Intervention support for at-risk students

Attendance committee and incentive programs

A district Social Worker and mentor program

Positive Behavior Support Initiative

Demographics Summary

7th Grade Demographics: American Indian - 1, Asian - 9, African American - 14, Native Hawaiian - 1, White - 199, Hispanic - 217, Multi Race - 27

Total 7th Grade Students: 467

8th Grade Demographics: American Indian - 3, Asian - 5, African American - 9, Native Hawaiian - 0, White - 197, Hispanic - 217, Multi-Race - 20

Total 8th Grade Students: 451

Total 7th and 8th Grade Students: 918

Student Achievement

Student Achievement Strengths

2019 STAAR Performance

Strengths are based on the student group achieving at least an 80% or above on a "Meets" percentage.

8th Grade Strengths:

Math (all subgroups except Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged, and At-Risk)

Science (all subgroups except Economically Disadvantaged, Limited English Proficient, Special Education, and At-Risk)

Algebra (all subgroups)

7th Grade Strengths:

Math (all subgroups except Black/African American, Economically Disadvantaged, Limited English Proficient, Special Education and At-Risk)

Campus Strengths:

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Distinction for Top 25 Percent Closing the Performance Gap
Distinction for Social Studies
Distinction for Postsecondary Readiness

Student Achievement Summary

2019 STAAR Performance

8th Grade Reading Percentage Approaches Percentage Meets Percentage Masters

All Students 88% 56% 28%
Hispanic 85% 56% 24%
Asian 75% 50% 25%
Black/African American 90% 30% 10%
White 91% 58% 34%
Economically Disadvantaged 82% 43% 14%
Limited English Proficient 44% 0% 0%
Special Education 38% 5% 0%
Gifted and Talented 100% 96% 71%
At-Risk 77% 29% 10%

8th Grade Math Percentage Approaches Percentage Meets Percentage Masters

All Students 90% 53% 18%
Hispanic 89% 48% 11%
Asian N/A N/A N/A
Black/African American 90% 60% 10%
White 90% 58% 27%
Economically Disadvantaged 85% 39% 8%
Limited English Proficient 67% 1% 0%
Special Education 44% 18% 3%
Gifted and Talented 100% 99% 68%
At-Risk 82% 32% 6%

8th Grade Science Percentage Approaches Percentage Masters Percentage Masters

All Students 83% 53% 26%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Hispanic 75% 46% 21%
Asian 88% 75% 38%
Black/African American 90% 30% 10%
White 85% 58% 31%
Economically Disadvantaged 72% 37% 12%
Limited English Proficient 38% 13% 0%
Special Education 43% 8% 3%
Gifted and Talented 100% 97% 68%
At-Risk 68% 27% 5%

8th Grade Social Studies Percentage Approached Percentage Masters Percentage Masters

All Students 72% 41% 25%
Hispanic 64% 34% 17%
Asian 88% 75% 63%
Black/African American 90% 30% 10%
White 78% 46% 31%
Economically Disadvantaged 55% 29% 14%
Limited English Proficient 13% 0% 0%
Special Education 33% 8% 5%
Gifted and Talented 99% 91% 71%
At-Risk 52% 18% 7%

Algebra I Percentage Approached Percentage Masters Percentage Masters

All Students 100% 96% 87%
Hispanic 100% 98% 92%
Asian N/A 100% 87%
Black/African American N/A N/A N/A
White 100% 96% 83%
Economically Disadvantaged 100% 98% 93%
Limited English Proficient N/A N/A N/A
Special Education N/A N/A N/A
Gifted and Talented 100% 100% 98%
At-Risk 100% 88% 71%

7th Grade Reading Percentage Approached Percentage Meets Percentage Masters

All Students 76% 52% 32%
Hispanic 74% 45% 25%
Asian 100% 88% 65%
Black/African American 62% 38% 23%
White 77% 56% 37%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Economically Disadvantaged 66% 40% 20%
Limited English Proficient 25% 13% 0%
Special Education 19% 14% 8%
Gifted and Talented 100% 95% 83%
At-Risk 51% 23% 8%

7th Grade Math Percentage Approach Percentage Meets Percentage Masters

All Students 83% 53% 20%
Hispanic 82% 49% 15%
Asian 100% 71% 43%
Black/African American 60% 50% 10%
White 84% 55% 26%
Economically Disadvantaged 77% 44% 14%
Limited English Proficient 50% 13% 0%
Special Education 39% 14% 0%
Gifted and Talented 100% 100% 67%
At-Risk 71% 31% 7%

7th Grade Writing Percentage Approached Percentage Meets Percentage Masters

All Students 78% 53% 28%
Hispanic 78% 47% 25%
Asian 94% 82% 59%
Black/African American 77% 38% 31%
White 76% 57% 29%
Economically Disadvantaged 69% 42% 18%
Limited English Proficient 38% 13% 0%
Special Education 30% 14% 5%
Gifted and Talented 100% 98% 78%
At-Risk 54% 22% 6%

8th Grade TELPAS Listening Advanced High Speaking Advanced High Writing Advanced High

All Students 38% 0% 25%
Hispanic 43% 0% 29%
Asian N/A N/A N/A
Black/African American N/A N/A N/A
White N/A N/A N/A
Economically Disadvantaged 50% 0% 33%
Limited English Proficient 38% 0% 25%
Special Education N/A N/A N/A
Gifted and Talented N/A N/A N/A

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

At-Risk 43% 0% 29%

7th Grade TELPAS Listening Advanced High Speaking Advanced High Writing Advanced High

All Students 30% 0% 60%

Hispanic 14% 0% 43%

Asian N/A N/A N/A

Black/African American N/A N/A N/A

White N/A N/A N/A

Economically Disadvantaged 13% 0% 50%

Limited English Proficient 30% 0% 60%

Special Education N/A N/A N/A

Gifted and Talented N/A N/A N/A

At-Risk 30% 0% 60%

School Culture and Climate

School Culture and Climate Strengths

Flour Bluff Junior High's Strengths are:

School discipline.

Mentorship and building relationships through our advisory support.

Professional Learning Community atmosphere for planning and discussion.

Access to resources such as the "Report Bullying" button on the district website, safety and security personnel, observant staff, conscientious students and parents.

Teachers in 7th and 8th grade core content areas are provided a common planning time.

Students are offered Advanced courses in 4 academic areas.

All students have an advisory class to work on strategies in all core content areas, to have their grades checked by the advisory teacher, and to attend tutorials as needed.

Students are provided multiple opportunities to take high school credit classes, in which counselors and classroom teachers monitor their progress.

The FBH Leadership Team (consisting of department chair teachers and staff) was established and meet monthly to review data, discipline, needs assessment etc.

The district has provided a full time Security Officer hired by Flour Bluff ISD to work on our campus.

We are a Bring Your Own Device campus.

School Culture and Climate Summary

Flour Bluff Junior High follows the Positive Behavioral Support philosophy. This philosophy encourages our students to make good choices in all aspects of their lives. Students

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

are then rewarded for their good behavior.

BEHAVIORAL EXPECTATIONS/POSITIVE BEHAVIORAL SUPPORT INITIATIVE (PBSI)

To Be Respectful, Responsible and Safe

WHAT IS PBS?

PBS is the Positive Behavioral Support for behavior management. The PBS efforts have been focused on ensuring that our school has effective and efficient systems in place surrounding the behavior of students. It involves teaching and promoting the desired behavior of students and how to effectively address inappropriate student behavior.

Through the use of PBS, we hope to decrease behavioral problems by reinforcing positive interactions, create a positive school climate for both the students and teachers, and increase academic achievement. PBS is a system in which collaboration between home and school helps to achieve overall student success presently and in the future.

The Flour Bluff Junior High School PBS expectations include:

School-Wide Expectations:

Be Respectful

Be Responsible

Be Safe

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Flour Bluff Junior High and FBISD offer the following benefits:

Competitive salary

Professional development opportunities

Great students

Large applicant pool

New teacher mentor program

Professional Learning Community planning and development format

Campus Site-Based Team participation and representation

Staff Quality, Recruitment and Retention Summary

All teachers are certified in their subject area at the Junior High campus. The district utilizes Talent Ed as an online tool for applicants to apply for all available positions in Flour Bluff ISD. We have a high retention rate for all staff members.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

Flour Bluff Junior High maintains quality curriculum and instruction through:
Teacher created curriculum ensuring K - 12 vertical alignment
Highly qualified staff
Texas specific research-based curriculum
TEKS are addressed in all curriculum created

Curriculum, Instruction and Assessment Summary

The campus utilizes a teacher created curriculum in Math, English, Social Studies and Science. Seventh and eighth grade students take all mandatory STAAR assessments. Students enrolled in Algebra I take the Algebra I End-of-Course exam.

Family and Community Involvement

Family and Community Involvement Strengths

Parent involvement activities include:
Spring and Fall Open House
Google Site teacher web pages
Skyward Parent Access
Step 7 Student and Parent Orientation
Step 8 Student and Parent Orientation
Hello Freshman Orientation to Flour Bluff High School
Parent informational meetings regarding STAAR testing, Algebra I End-of Course testing, high school Pre-Advanced Placement, Advanced Placement, and Dual Credit courses
Campus Site-Based Decision Making Committee
Athletic Booster Volunteers
Helping Our Students To Succeed (HOSTS) Mentor Program
Duke Parent Meeting

Family and Community Involvement Summary

Flour Bluff Junior High encourages parents to be involved in their child's academic success. Parents have access to their child's grades and attendance through the Parent

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Access tab on the district website. Parents are kept knowledgeable about course information through access to teacher Google Site web pages as well as Google Classrooms.

School Context and Organization

School Context and Organization Strengths

The strengths of Flour Bluff Junior High include:

Students have 8 scheduled classes on a block schedule. Students attend odd periods on maroon days and even periods on gray days.

Each class is 95-100 minutes.

We offer several high school credit courses (Health, Art I, Theater Arts I, Professional Communications, BIM, Algebra I, and Geometry).

We offer Career and Technical Education courses.

We offer Advanced United States History (8th grade level), Advanced 7th grade Texas History, Advanced 7th and 8th grade English, and Advanced 7th and 8th grade Science.

Professional Learning Communities discuss academic, Response to Intervention (RTI), and discipline needs for all students.

School Context and Organization Summary

Flour Bluff Junior High continues to be partners in our community through parent involvement activities, athletic, and extracurricular activities. Parents and students perceive Flour Bluff ISD as a school district that offers many academic courses to prepare students for college and career opportunities. Students are immersed in a dedicated academic schedule that consists of rigorous core content as well as many high school and career and technology elective choices.

Technology

Technology Strengths

Our technology strengths are:

All core content area rooms are equipped with a Smart Board or display TV.

The science and math departments have 5 iPad carts containing 168 iPads to use for instruction

8th Grade Math, Algebra I and Geometry students utilize Inspire graphing calculators to prepare for high school level course work

Eight computer-on-wheels carts

Digital cameras (31) are available for teachers to utilize with students

Comprehensive Needs Assessment

Technology Strengths (Continued)

Bring Your Own Device campus

Digital library

Library offers teachers/students Chrome Books (625) for projects and research

Google Docs/Classroom availability for student and teacher access

English, Social Studies and Science teachers have been provided a Chromebook to utilize in planning lessons with Google documents and applications.

Technology Summary

The Flour Bluff Junior High Technology Committee works to ensure that technology needs are met campus wide.

Other

Other Summary

FBJH Top 5 Priorities

Prioritized Need 1: Flour Bluff Junior High will continue to increase attendance rates through consistent communication with parents, utilization of attendance contracts and truancy officer, as well as Positive Behavior Initiative Support strategies.

Prioritized Need 2: Continue to analyze academic data and provide data driven instructional strategies, during team meetings and PLCs, focusing on differentiating and implementing interventions to increase performance in all academic areas for all student subgroups.

Prioritized Need 3: Flour Bluff Junior High will promote a safe and secure campus creating an effective learning environment for all students and staff members.

Prioritized Need 4: The campus needs the appropriate technology to be used as an instructional resource ensuring student success for remote and face-to-face students.

Prioritized Need 5: Ensure the utilization of College Readiness Strategies to develop students' organizational ability, creative thinking, and guide students to apply their knowledge and skills to take ownership of their learning.

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

Objective 1. The TEKS will be effectively taught for Mathematics, utilizing district curriculum, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Asian, Special Education, and Limited English Proficient), grades 7/8 or Algebra 1, will achieve the meets standard level on STAAR for Mathematics in order to meet state and federal accountability standards. To meet Student Success Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will provide the resources, training, and supervision necessary to support students and teachers including 1) Teacher created curriculum, 2) Academic support for special populations, 3) Tutorials during advisory for students at-risk of failing unit tests and assessments, 4) Unit test data using the Data Management for Assessment and Curriculum (DMAC) program, 5) Math intervention classes will be provided to accelerate instruction for success on STAAR testing during advisory classes, 6) Seventh-grade students will be given the Middle-School Students in Texas: Algebra Ready Universal Screener (MSTAR), 7) McGraw-Hill mathematics textbook resources, 8) TI Inspire calculator training for 8th grade, 9) Interim Test 10) Special Education students practice using TI Inspire calculator TEKS specific. 11) Google Classroom (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II - \$684, (F)Title IV - \$6,000, (L)Local - \$4,000, (S)ESL - \$200, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007, (S)State Comp. Ed. - \$16,000</p>	<p>Criteria: Unit Test Scores & Timed Tests Composition Books Grade Reports & Academic Success Reports Attendance & Enrollment Reports Lesson Plans Training Agendas Sign-In Sheets State & College Readiness Assessment Scores Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track 10/29/20 - Some Progress 10/28/20 - On Track 10/28/20 - Some Progress</p>
<p>2. 2) The campus will provide the resources, training, and supervision necessary to support students and teachers including 1) Response To Intervention support to students at-risk of failing STAAR and local assessments 2) Inclusion support to provide small group instruction for struggling students, 3) Algebra Readiness skills through the MSTAR, 4) Graphing calculators in Algebra course, 5) Professional Learning Community meetings to discuss and analyze data, 6) Real-life training in preparing a grocery list and shopping trip for Functional Living students, 7) Resources, training, and assessments to enhance</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$3,000</p>	<p>Criteria: Unit Test Scores Grade Reports Attendance Evaluation Reports Academic Success Reports Lesson Plans Training Agendas Sign-In Sheets State and College Readiness Assessment Scores Individual Education Plans Case Management Logs Expenditure Reports Transcripts</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instruction using questioning strategies, 8) Training in the TI Inspire calculators, 9) Advisory tutorials for students with excessive absences and failing grades, 10) Identification of students for Algebra Readiness, 11) Teachers meeting in core curriculum teams weekly 12) Education Galaxy 13) 7) Provide Chromebooks for teachers to use to prepare Google Classroom activities (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)				Enrollment Reports Grade Placement Committee Data 01/07/21 - On Track 10/29/20 - Some Progress 10/28/20 - On Track 10/28/20 - Some Progress

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

Objective 2. The TEKS will be effectively taught for Science, utilizing the district curriculum, while achieving active student participation, discussion, problem-solving, creativity, research, and questioning strategies. All students and each subgroup (African American, Hispanic, White, Special Education, and Limited English Proficient), grade 8 will achieve the meets standard level on STAAR for Science in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, and supervision necessary to support students and teachers, including 1) Teacher created curriculum, 2) Hands-on science lab experiences a minimum of 40% per week to support science inquiry and investigation, 3) Intervention during advisory time and small group instruction, 4) Unit test assessments and analysis of the data through Professional Learning Community (PLC) meetings, 5) Classroom strategies and reteaching opportunities for students not showing mastery of the performance objectives, 6) Advisory tutorials for students at-risk of failing STAAR, 7) Monitoring special populations through advisory grade checks, 8) Response to Intervention strategies to students at-risk of failing STAAR, 9) Training on STAAR level questioning strategies and assessment construction, 10) Access to Advanced Science classes, 11) Science Academy, 12) Seventh-grade teachers will teach Cardio Pulmonary Resuscitation (CPR) skills, 13) Google Classroom (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II - \$600, (F)Title IV - \$2,000, (L)Local - \$4,000, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007, (S)State Comp. Ed. - \$16,000</p>	<p>Criteria: Unit Tests Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track 10/29/20 - Some Progress 10/28/20 - On Track</p>
<p>2. 2) The campus will provide the resources, training, and supervision necessary to support students and teachers, including 1) English Language Proficiency Strategies (ELPS), 2) Participate in a Science Collaborative training with Texas A & M Corpus Christi, 4) Supplemental on-line science materials to cover the changes in the new science TEKS, 5) Online science applications using iPad computer lab on wheels, 6) Increase student attendance by making immediate contact with</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$3,000</p>	<p>Criteria: Unit Test Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p>

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

Objective 2. The TEKS will be effectively taught for Science, utilizing the district curriculum, while achieving active student participation, discussion, problem-solving, creativity, research, and questioning strategies. All students and each subgroup (African American, Hispanic, White, Special Education, and Limited English Proficient), grade 8 will achieve the meets standard level on STAAR for Science in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
parents, 7) Coastal Explorers, 8) Utilize computer simulations and manipulatives for student exploration, 9) Guest speakers from Science professions, 10) GT field trip to Texas A & M University for college/career readiness in science 11) Education Galaxy 12) Nearpod 13) Edpuzzle 14) Pearson textbook resources 15) Provide Chromebooks for teachers to use to prepare Google Classroom activities (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)				01/07/21 - On Track 10/29/20 - Some Progress 10/28/20 - On Track

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

Objective 3. 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, Asian, Special Education, and Limited English Proficient), grade 8/ U.S. History will achieve the meets standard level on STAAR for Social Studies in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, and supervision necessary to support students and teachers, including 1) Teacher created curriculum, 2) Performance standards taught with the level of rigor and higher-order questioning strategies to ensure students apply what they have learned, 3) Vocabulary through graphic organizers, 4) Unit test data using the Data Management for Assessment and Curriculum (DMAC), 5) Intervention strategies to students at-risk of failing STAAR during morning/afternoon tutorials, 6)Campus Curriculum Supervisor to ensure grade level alignment, 7) Grade-level planning to review unit test assessments and plan interventions for students at-risk of failing STAAR and unit test assessments, 8) Note-taking strategies, 9) Annotated timeline, 10) Chrome Book carts, 11) Vertical Alignment planning with 7th grade Texas History, 12) Re-teach, and 13) Quizlet/Kahoot/Remind 101 14) Gimkit, 15) Google Classroom (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II - \$600, (F)Title IV - \$2,000, (L)Local - \$4,000, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007, (S)State Comp. Ed. - \$16,000</p>	<p>Criteria: Assessment Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track 10/28/20 - Some Progress</p>
<p>2. 2) The campus will provide the resources, training, and supervision necessary to support students and teachers, including 1) Use test-taking strategies on unit tests and quizzes, 2) Use small group reteach activities with teacher-made manipulatives, 3) Peer tutoring after assessment, 4) Pearson Realize, 5) Quizlet and GimKit vocabulary practice, 6) Primary and Secondary Source Analysis strategies 7) Provide Chromebooks for teachers to use to prepare Google Classroom activities. (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$3,000</p>	<p>Criteria: Assessment Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track</p>

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

Objective 3. 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, Asian, Special Education, and Limited English Proficient), grade 8/ U.S. History will achieve the meets standard level on STAAR for Social Studies in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/29/20 - Some Progress 10/28/20 - On Track

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

Objective 4. The TEKS will be effectively taught for English Language Arts, utilizing district curriculum and Balanced Literacy, while achieving active student participation, discussion, problem-solving, creativity, research and questioning strategies. All students and each subgroup (African American, Asian, White, Special Education, and Limited English Proficient), grades 7/8, will achieve the meets standard level on STAAR for English Language Arts in order to meet state and federal accountability standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources and training to support students and teachers including 1) Teacher created curriculum, 2) Differentiated instruction for special populations 3) Critical thinking strategies using fiction, non-fiction text 4) Unit test data using DMAC 5) Weekly Professional Learning Communities discussions to review data & plan interventions, 6) Texas Middle School Fluency Assessment of students who failed the 6th-grade STAAR, 7) Small group instruction, 8) Monitoring of English Language Arts & Reading skill acquisition through advisory grade checks, 9) Response to Intervention strategies, 10) Electronic readers to assist students' special needs, 11) Core content areas write STAAR formatted essays, 12) STAAR Reading intervention classes through advisory and 15) Chromebooks used for Google Classroom activities, 16) Vertical alignment meetings 17) Pearson Realize 18) Provide Chromebooks for teachers to use to prepare Google Classroom activities (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II - \$600, (F)Title IV - \$6,000, (L)Local - \$7,000, (S)ESL - \$300, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007, (S)State Comp. Ed. - \$17,431</p>	<p>Criteria: Test Scores & Evaluation Reports Attendance Academic Success Reports Lesson Plans Training Agendas & Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track 10/29/20 - Some Progress 10/29/20 - On Track</p>

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

Objective 5. 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 & Mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will collaboratively work with the district strategies for this objective (Target Group: 7th ,8th) (Strategic Priorities: 2,4)	Assistant Principal(s), Curriculum Supervisor(s), Principal(s), Teacher(s)	2020-2021	(L)Local - \$1,000	Criteria: Vertical Alignment Discussions Professional Learning Communities Discussions Feedback to Lower Grade Levels 01/07/21 - On Track 10/29/20 - On Track

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

Objective 6. 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) 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: ESL, AtRisk, 7th, 8th) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(L)Local - \$1,000	Criteria: Budget Procedures and Requirements Documentation of Activities Time and Effort Reports Training Agendas Training Certificates Review of Highly Qualified Status 10/29/20 - On Track

FLOUR BLUFF J H

- 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.** 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) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by: 1) Reviewing achievement levels for all students including Special Education, 504, and English as a Second Language (ESL) in order to make appropriate STAAR assessment decisions, 2) Training staff on eligibility requirements and allowable accommodations for students taking STAAR, STAAR Alternate 2, and TELPAS Assessments, 3) Training staff on the Texas English Language Proficiency Assessment System (TELPAS) to monitor and make appropriate assessment decisions for English Language Learners, 4) Providing students tutorials during advisory to work on testing strategies for math, reading, writing, social studies and science, and 5) Working together with case managers in Professional Learning Communities to disaggregate data and provide appropriate Individual Education Plans. (Target Group: 7th ,8th) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)</p>	<p>2020-2021</p>	<p>(F)Title II - \$1,000, (L)Local - \$4,000, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007</p>	<p>Criteria: Test Scores Attendance Evaluation Reports Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditure Reports Transcripts Grade Placement Committee Data</p> <p>01/07/21 - On Track 10/29/20 - Some Progress 10/29/20 - On Track</p>

FLOUR BLUFF J H

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

Objective 8. 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
1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by: 1) Providing English as a Second Language, English Language Proficiency Standards and Sheltered Instruction training for teachers serving English Language Learners, 2) Providing core area (math, science, social studies, and English language arts and reading) Professional Learning Communities, 3) Monitor and use unit test data to determine appropriate Response-to-Intervention strategies for English Language Learners at-risk of failing STAAR, 4) Providing before and after school tutorials, Content Mastery and advisory tutoring for English Language Learners. (Target Group: ESL,7th ,8th) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Curriculum Supervisor, Principal	2020-2021	(L)Local - \$4,000, (S)ESL - \$200, (S)State Comp. Ed. - \$1,000	Criteria: Limited English Proficient Assessment Data Test Scores Attendance & Enrollment Reports Evaluation Reports Academic Success Reports Lesson Plans Training Agenda & Sign-In Sheets Individual Educational Plans Case Management Logs Expenditures Transcripts Grade Placement Committee Data Student Services Reports 01/07/21 - On Track 10/29/20 - Some Progress

FLOUR BLUFF J H

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

Objective 9. 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
1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by: 1) Providing students opportunities to earn high school technology credit and articulated college credit for Career and Technology Education courses, 2) Providing Junior High students the opportunity to take a variety of high school credit courses, 3) Inviting students and parents to college and career informational seminars, 4) Providing information/planning sessions for parents and students to receive information about the Advanced Placement 5) Planning College and Career Readiness seminars for parents and students to attend, 6) Offering Advanced Placement History, Science, and English for the school year (Target Group: 7th ,8th) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(F)CTE, (L)Local - \$1,000	Criteria: Test Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditures Transcripts Grade Placement Committee Data Individual Education Plans 01/07/21 - On Track 10/29/20 - Some Progress

FLOUR BLUFF J H

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. To meet state and federal performance requirements, attendance for the district and each campus will be 97% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by 1) Monitoring daily attendance, 2) Counseling with students with more than 5 absences, 3) Meeting with parents when students have more than 5 absences, 4) Utilizing the district social worker to make home visits to students with excessive absences, 5) Filing truancy charges on students with 10 or more unexcused absences, 6) Core content activities in advisory, 7) Offering attendance challenges each six weeks to promote the importance of attending school, 8) Awarding students with perfect attendance certificates at the end-of-the-year awards ceremony, 9) Home Visits for students not attending school, and 10) Positive Behavior Support Initiative activities. (Target Group: 7th ,8th) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s), Truancy Officer</p>	<p>2020-2021</p>	<p>(L)Local - \$6,000</p>	<p>Criteria: Test Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Educational Plans Case Management Logs Expenditures Transcripts Attendance Letters and Call-Outs Truancy Reports Guidance Services Communication Logs Enrollment Reports Grade Placement Committee Data Attendance Committee Reviews Student Services Reports PEIMS Reports</p> <p>01/07/21 - On Track 10/29/20 - Some Progress</p>

FLOUR BLUFF J H

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. The percentage of students taking advanced classes and dual credit courses will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by: 1) Providing information about Advanced Placement, Career and Technical Education and Dual Credit courses to students and parents during pre-registration 2) Introducing, modeling and applying strategies such as text marking, Socratic Seminar and Cornell Note Taking to prepare for rigorous course work in high school and college preparatory courses, 3) Inviting guest speakers from colleges, universities and businesses to discuss preparation needed for success, 4) Educating students about career and scholarship opportunities in science and math pathways and 5) Inviting former Hornet Graduates to speak to students about College and Career Readiness. (Target Group: All,CTE,7th ,8th) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F)CTE, (L)Local - \$4,000</p>	<p>Criteria: Test Scores Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Education Plans Case Management Logs Expenditures Grade Placement Committee Data Attendance Rates</p> <p>01/07/21 - On Track 10/29/20 - Some Progress</p>

FLOUR BLUFF J H

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. 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 Graduation Plan, and Commended/College Readiness performance on state assessments).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by 1) Introducing students to SAT/ACT vocabulary, root words and test taking strategies, 2) Aligning Special Education curriculum and goals with general education College and Career Readiness Standards (CCRS). (Target Group: All, SPED, 7th, 8th) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$3,000, (S)SE-162 6100 - \$82,433, (S)SE-162 6200 - \$2,008, (S)SE-224 6100 - \$22,005</p>	<p>Criteria: Test Scores Attendance Academic Success Reports Lesson Plans Training Agenda Sign-In Sheets Individual Educational Plans Case Management Logs Expenditures Transcripts Attendance Letters and Call-Outs Truancy Reports Guidance Services Communication Logs Grade Placement Committee Data Student Services Reports</p> <p>01/07/21 - On Track 10/29/20 - Some Progress</p>

FLOUR BLUFF J H

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. 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 Students 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, 7th, 8th) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Dyslexia Teacher(s), Principal, Special Ed Teacher(s), Teacher(s)	2020-2021	(L)Local - \$500, (S)ESL - \$100, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-224 6100 - \$22,007	Criteria: Accurate Reporting in Skyward for PEIMS Individual Educational Plans Discipline Reports Documentation of Services Provided Student Rosters Course Enrollment Grades 01/07/21 - On Track 10/29/20 - On Track

FLOUR BLUFF J H

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. 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. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: SPED,7th ,8th) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)	2020-2021	(L)Local - \$500, (S)SE-162 6100 - \$82,434, (S)SE-162 6200 - \$2,010, (S)SE-162 6300 - \$3,009, (S)SE-162 6400 - \$200, (S)SE-224 6100 - \$22,007	Criteria: Individual Educational Plans Grades Documentation of Services Provided Progress Reports/Report Cards PEIMS Reporting Support Services 01/07/21 - On Track 10/29/20 - On Track

FLOUR BLUFF J H

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. 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) The campus will provide the resources, training, and support for students and teachers success by: 1) Offering more courses at the junior high level where students can earn technical training certification, high school credit, and articulated college credit, 2)Providing special education students with transition plans that reflect high school, College and Career Readiness courses, goals and objectives, 3) Inviting guest speakers from businesses and industry to educate students on work place expectations and educational requirements, and 4) Increasing the number of students taking Business Information and Management (BIM) (Target Group: SPED,CTE,7th ,8th) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Special Ed Teacher(s), Teacher(s)</p>	<p>2020-2021</p>	<p>(F)CTE, (F)IDEA Special Education, (L)Local - \$500</p>	<p>Criteria: Unit Test Scores Attendance Academic Success Reports Lesson Plans Training Agenda and Sign-In Sheets Individual Educational Plans Case Management Logs Expenditures Transcripts Guidance Services Communication Logs Enrollment Reports Grade Placement Committee Data Student Services Reports</p> <p>01/07/21 - On Track 10/29/20 - Some Progress</p>

FLOUR BLUFF J H

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. A full time Security Officer has been placed on the Junior High campus. (Target Group: All,7th ,8th) (Strategic Priorities: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2020-2021	(L)Local - \$600	Criteria: Guidance Lessons, Emergency Operations, Plan Periodic Preparedness Drills, Discipline Records, Health Services, Discipline Referrals 01/07/21 - On Track 11/03/20 - On Track
2. 2) The campus will provide mentors to students who have been placed in an alternative placement setting. (Target Group: AtRisk,7th ,8th) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021		Criteria: Discipline Referrals 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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 and 2) Counselors 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, and parent meetings). (Target Group: All,7th ,8th) (Strategic Priorities: 1,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021	(F)Title IV - \$5,000, (L)Local - \$1,500, (S)State Comp. Ed. - \$5,000	Criteria: Guidance Activities/Lessons Discipline Referrals Attendance Data 01/07/21 - On Track 11/03/20 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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,7th ,8th) (Strategic Priorities: 1,4)	Assistant Principal(s), Chief Communications Officer, Counselor(s), Principal, Teacher(s)	2020-2021	(L)Local - \$1,200	Criteria: Reports of Activities to Public Information Coordinator News Articles News Reports Recognitions at Board Meetings Information on District Website Campus Newsletter Announcements 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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,7th ,8th) (Strategic Priorities: 3,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2020-2021	(L)Local - \$1,250	Criteria: List of Activities Offered Notice to Parents Teacher Sponsors Student Rosters Calendar of Events Print Materials 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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. The campus will provide bullying awareness to encourage all students to report bullying activity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1) The campus will provide the resources, training, networking, and support necessary for students and staff to succeed by: 1) Educating students on how to report bullying on the district website, 2) Training teachers and staff to recognize signs of bullying, 3) Meeting with students during advisory to discuss campus and district expectations regarding bullying, and 4) Administrators and counselors will carry a case load of students at-risk for developing mental health issues. (Target Group: All, AtRisk, 7th, 8th) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal(s), Counselor(s), Director of District Security, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(F) Title II - \$500, (L) Local - \$1,271</p>	<p>Criteria: Counseling Logs Discipline Reports Attendance Rates Bullying Reports Professional Development Logs</p> <p>01/07/21 - On Track 11/03/20 - On Track</p>

FLOUR BLUFF J H

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
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: All,7th ,8th) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	2020-2021	(L)Local - \$1,000	Criteria: Agendas Sign-In Sheets Minutes Quality Lesson Plans and Lessons Assessment Data STAAR Performance Surveys Feedback 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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. (Target Group: All,7th ,8th) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021		Criteria: Review of Transcripts Interview Process Reference Checks Background Checks Recommendations for Hiring Personnel Files TEA Records Highly Qualified Reports 01/07/21 - On Track 11/03/20 - Significant Progress

FLOUR BLUFF J H

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. (Target Group: 7th ,8th) (Strategic Priorities: 1,4)	Assistant Principal(s), Chief Communications Officer, Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(L)Local - \$1,000	Criteria: Information Submitted to Public Information Office Employee Awards Lists of Accomplishments Board Recognitions Media Publications 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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: 7th ,8th) (Strategic Priorities: 1)	Assistant Principal(s), Chief Financial Officer, Counselor(s), Principal(s), Teacher(s)	2020-2021		Criteria: Provide Representative to Benefits Committee Report Progress Be Knowledgeable of Benefits Offered Direct Employees to the Personnel Office for Discussions on Benefits 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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: 7th ,8th) (Strategic Priorities: 1,4)	Assistant Principal(s), Chief Communications Officer, Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(L)Local - \$200	Criteria: Follow District Hiring Procedures Review Applications Through School Recruiter Interview Candidates Refer Candidates to Information at Fairs, Website, Printed Materials 01/07/21 - On Track 11/03/20 - On Track

FLOUR BLUFF J H

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
1. 1) The campus will provide the resources, training, and support for students and teachers success by 2) Continuing to use Google teacher web pages to keep parents informed of educational opportunities in the classrooms, 3) Communicating with parents using Family Access tools, 4) Inviting parents to Open Houses, 5) Providing monthly news to parents using the National Junior Honor Society Newsletter, 6) Encouraging and inviting parents to attend the Parent Conferences, 7) Inviting parents to serve on campus committees, 8) Encouraging parents to volunteer in the library and classrooms, and 9) Recognizing parental support at all campus and district presentations/programs 10) Inviting parents to Step 7 Fair (Target Group: 7th ,8th) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Principal(s), Teacher(s)	2020-2021	(L)Local - \$500	Criteria: Agendas Minutes Handbooks Policies Procedures Volunteer Logs Sign-In Sheets Attendance Rates Schedule of Events 01/07/21 - Significant Progress 11/03/20 - Some Progress

FLOUR BLUFF J H

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
<p>1. 1) The campus will work collaboratively with the district strategies for this objective, and 2) The Junior High allows students in grades 7-8 to bring and use personal, portable, electronic devices. 3) Provide online registration computer access and to parents that need it and 4) Parent guidance on technology programs 5) Provide Chromebooks to families in need for virtual instruction. (Target Group: All,7th ,8th) (Strategic Priorities: 1,2,4)</p>	<p>Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Librarian(s), Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$5,000</p>	<p>Criteria: Sign-In Sheets Agendas Presentations Availability of Communication Tools Usage Reports Feedback from Parents Surveys Student Responsible Use Guidelines for Technology (RUG) B.Y.O.D. Guide for Parents online registration computer access and</p> <p>01/07/21 - Significant Progress 11/03/20 - Significant Progress</p>

FLOUR BLUFF J H

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) The campus will work collaboratively with the district strategies for this objective. (Target Group: 7th ,8th) (Strategic Priorities: 4)	Assistant Principal(s), Chief Communications Officer, Counselor(s), Curriculum Supervisor, Principal, Principal(s), Teacher(s)	2020-2021	(L)Local - \$200	Criteria: Partnership Meetings Partnership Agreements Services Provided 01/07/21 - Significant Progress 11/03/20 - On Track

FLOUR BLUFF J H

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 with the district objectives. (Target Group: 7th ,8th) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2020-2021	(L)Local - \$500	Criteria: SBDM Discussions/Agendas Requests for Courses Requests for Services Grant Applications Implementation of Grants Awarded Class Enrollments 01/07/21 - On Track 11/03/20 - Some Progress

FLOUR BLUFF J H

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 with the district strategies for this objective. (Target Group: 7th ,8th) (Strategic Priorities: 1,2,3,4)	Associate Superintendent of Student Services, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Human Resources	2020-2021		Criteria: Board Reports Usage Reports Capital Improvements Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports 11/03/20 - On Track

FLOUR BLUFF J H

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 campus will work collaboratively with the district strategies for this objective (i.e. apply for grants, implement and evaluate them, support funding drives, etc.) 2) Utilize campus activity funds to support instruction, school climate, and extracurricular activities (Target Group: 7th ,8th) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$5,000</p>	<p>Criteria: Grant Applications Grant Awards Grant Implementations Support of Funding Drives Print Materials of Foundation's Purpose Donation Requests Purchase Orders</p> <p>01/07/21 - On Track 11/03/20 - Some Progress</p>
<p>2. 1) The campus will provide the resources, training, and support for students and teachers to be efficient and effective by: 1) Promoting recycling, 2) Prioritizing needs, 3) Limiting the amount of copies by utilizing technology resources, 4) Collecting lost book fines and library fines to allow materials to be replenished, 5) Allowing clubs and organizations to raise funds to offset their travel and transportation expenses. (Target Group: 7th ,8th) (Strategic Priorities: 1,2,3,4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2020-2021</p>	<p>(L)Local - \$5,000</p>	<p>Criteria: Club Activity Rosters Fundraiser Applications Activity Fund Balances</p> <p>01/07/21 - Some Progress 11/03/20 - On Track</p>

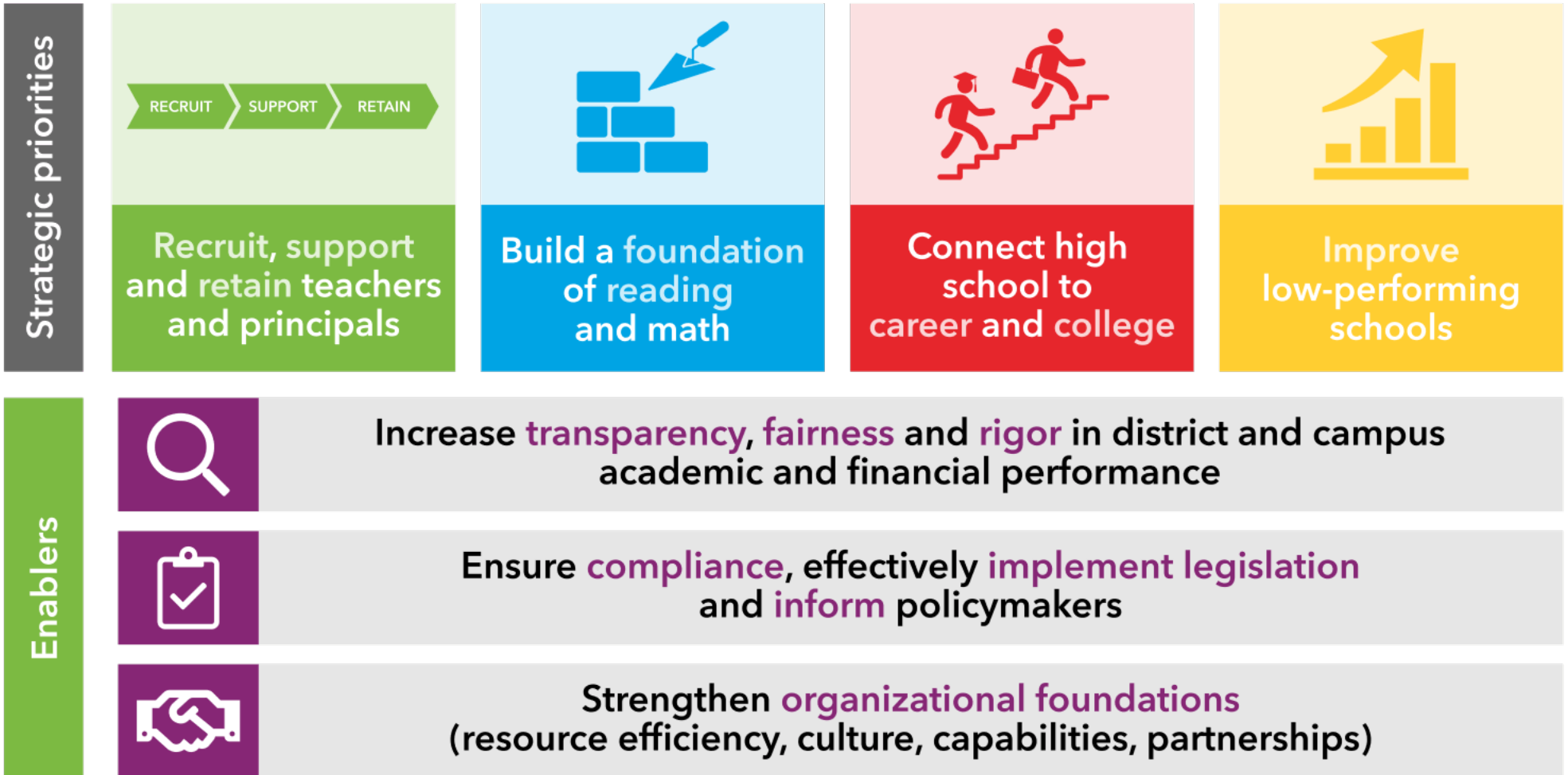
FLOUR BLUFF J H Site Base

Name	Position
Wallace, Brodie	Campus Administrator
Hesseltine, April	Campus Manager
Shandy, Melonie	District Professional
Henderson, Tracie	Non-Classroom Paraprofessional
Dial, Steven	Teacher
Acton, Tammy	Teacher
PAPENFUSS, MATTHEW	Teacher
Ortiz, Holly	Teacher
Aguilar, Amanda	Teacher
Nichols, Molly	Parent
Green, Jennifer	Parent
Knoll, Charlie	Business Representative
Alaniz, Ricky	Business Representative
Avery, Deb	Community Representative
Hooper, Cheryl	Community Representative

Resources

Resource	Source
CTE	Federal
IDEA Special Education	Federal
Title II	Federal
Title IV	Federal
Local	Local
ESL	State
SCE 6100	State
SCE 6200	State
SCE 6300	State
SCE 6400	State
SE-162 6100	State
SE-162 6200	State
SE-162 6300	State
SE-162 6400	State
SE-224 6100	State
State Comp. Ed.	State

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



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

Flour Bluff Junior High
Site-Based Decision-Making Team
December 9, 2020

Started at 4:00 PM

Welcome

I. Introductions:

Mr. Wallace, A. Hesseltine, Tamara Blair, Steven Dial, Tammy Acton, Matthew Papenfuss, Holly Ortiz, Amanda Aguilar, Sandra DeLeon, Dr. Shandy,

II. Bringing back virtual failures:

- a. There are 128 total. Staff will know on 12-16-20, Wednesday, who the students are through the Skyward indicator. Students can be medically exempt. Tuesday, 1-5-21, is the return date for these students. Refusal to come back is a truancy issue.
- b. Teachers will remove these students from Google Classroom. There are currently 330 or so virtual.

III. Entrance/Exit advanced courses:

- a. The entrance of advanced classes: High School doesn't have a pre-requisite. We need to align with High School. We do it for math because of sequencing (Algebra 1, Geometry).
- b. The exit of advanced classes: We will need a parent phone call and tutorials (for a certain number of hours).
 - i. We currently require two six weeks failing GT, exited out of GT if fail two-six weeks. Committee agrees to change to move students at nine weeks (1 grading period + 1 progress report).

IV. Grading policy/Daily bell schedule:

- a. Current: daily/major- 80% of grade, 6 weeks test- 20% of grade
Not all classes take six weeks tests. All need six weeks tests, projects, or change percentages.
Idea to change: minor-40%, major-40%, 6 weeks test-20%.
- b. Bell schedule: block for 2021-2022 or 8-period schedule.
We need to have conversations with departments. The block periods help during science labs.
Block: virtual would be hard ½ teach, ½ async. if all went virtual.

V. Campus morale committee:

- a. Mr. Dial, Mrs. Gillespey, Mrs. Sivils- door decorating contest, mask day, crazy sock day.
 - i. Students and staff morale
 - ii. Can meet once per month.

VI. Alternatives to H.E.B. Camp:

- a. Ideas for all students: Hurricane Alley, Funtrackers, Field day. Door prizes? Possibility? But not for all students

VII. Early dismissal for December 18th:

2 nd Period	8:20-9:20am
4 th Period	9:25-10:25am
6 th Period	10:30-12:30pm

Teachers can wear ugly Christmas sweaters.

VIII. Safety/Health protocol update:

The updates were sent to the staff on 12-7-20. The changes were highlighted. Pending performances? No update on timeline.

IX: Roundtable (questions):

New Superintendent- Interviews are the weekend of 12-11-20-12-13-20. There will be a special board meeting in January.

Ended at 4:45 PM

Flour Bluff Junior High
Site-Based Decision-Making Team
Wednesday, October 14, 2020

Started at 4:00 PM

- I. Welcome
 - a. Introductions-Mr. Wallace, A. Hesseltine, Steven Dial, Tammy Acton, Matthew Papenfuss, Holly Ortiz, Amanda Aguilar, Molly Nichols, Charlie Knoll

- II. Face-to-Face/Virtual Learning(procedures, set up of campus, PPE's)
 - a. Procedures are provided on the Flour Bluff ISD website
 - b. The week of October 12-15, parents/guardians can change their student's method of instruction from F2F or Virtual.
 - c. Dividers/Sneeze Guards have been placed in every classroom
 - d. The campus will have 4 lunch shifts to help with natural social distancing
 - e. Hand sanitizer has been placed strategically around the campus.
 - f. Every teacher has wipes and sanitizer in the classroom
 - g. Lines have been painted on the floor to assist with student traffic during transitions
 - h. The Junior High Campus will be on a Block Schedule to reduce the amount of exposure to other students/staff.

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

 - b. Needs
 - i. Prioritized Need 1: Flour Bluff Junior High will continue to increase attendance rates through consistent communication with parents, utilization of attendance contracts, and truancy officer, as well as Positive Behavior Initiative Support strategies.
 - ii. Prioritized Need 2: Continue to analyze academic data and provide data-driven instructional strategies, during team meetings and PLCs, focusing on differentiating and implementing interventions to increase performance in all academic areas for all student subgroups.
 - iii. Prioritized Need 3: Flour Bluff Junior High will promote a safe and secure campus creating an effective learning environment for all students and staff members.
 - iv. Prioritized Need 4: The campus needs the appropriate technology to be used as an instructional resource ensuring student success for remote and face-to-face students.
 - v. Prioritized Need 5: Ensure the utilization of College Readiness Strategies to develop students' organizational ability, creative thinking, and guide students to apply their knowledge and skills to take ownership of their learning.

- IV. Bell Schedule for 2021-2022
 - a. Teachers are to discuss block schedule or regular bell schedule for the 2021-2022 school year within their PLC
 - b. The committee will revisit the bell schedule in Spring 2021

- V. Technology Updates
 - a. Improvements
 - i. TVs have been installed throughout the campus as digital marquess to assist with security alerts and campus reminders
 - b. Future
 - i. The goal for the remainder of the school year is to have 65” TVs installed in each classroom.
 - ii. Each teacher will receive a new laptop

- VI. STAAR Updates
 - a. SSI requirements have been waived for the 2020-2021 school year
 - i. Students will take STAAR testing in May

- VII. HEB Camp
 - a. “The foundation has decided to keep the canyon closed for programming thru May 31, 2021, as a precaution to prevent the spread of COVID. The date for Flour Bluff Schools at Echo Valley on April 26-29, 2021 is canceled. I’m sorry to have to do this again.”
 - b. Taking suggestions for alternatives

- VIII. Roundtable Thoughts
 - a. none at this time

- IX. Thank You -Mr. Wallace
 - a. Next Meetings
 - i. December SBDM meeting

Ended at 4:40 PM