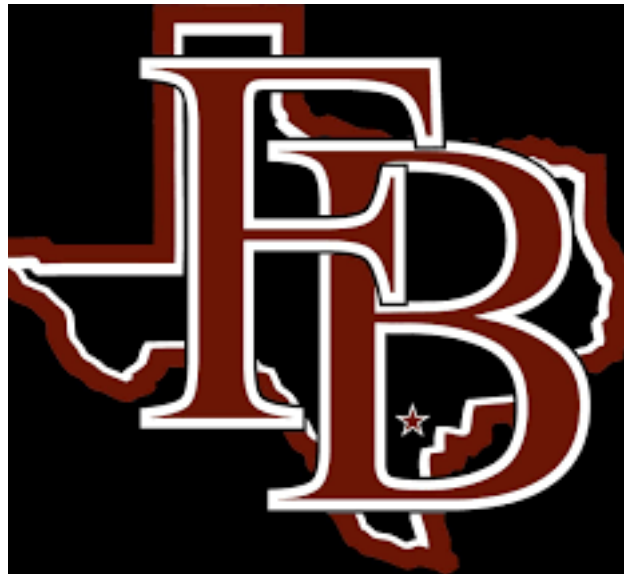


FLOUR BLUFF J H

Flour Bluff Junior High Campus Improvement Plan 2021/2022

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



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FLOUR BLUFF J H

Mission

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Vision

*Our vision is to make Flour Bluff ISD the premier district in Texas.
Flour Bluff – North Padre Island – NAS/CCAD*

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.

Goals of Flour Bluff Junior High:

Goal 1: Students: Well-being and Academic Success

Goal 2: Faculty and Staff: Well-being, Professional Development and Growth

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship

FBJH SBDM Committee

Name	Position
Wallace, Brodie	Principal
Shandy, Melonie	District Professional
Henderson, Tracie	Non-Classroom Paraprofessional
Ortiz, Holly	Teacher
Blair, Tamara	Curriculum Supervisor
Samuels, Harry	Teacher
Jimenez, Jose	Teacher
Billings, Taylor	Teacher
Lewis, Martha	Paraprofessional
Bervinkle, Heather	Assistant Principal
Cain, Jennifer	Parent
Gordon, Megan	Parent
Avery, Deb	Business
Corpuz, Randy	Business
Tovar, Valerie	Community
Ewing, Michelle	Community
Boyd, Brett	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Junior High has:
A strong special education program
Multi-Tiered Support System for at-risk students
Attendance committee and incentive programs
Mentor program
Positive Behavior Support Initiative
Purple Star Designation

Demographics Weaknesses

The campus enrollment has been down.

Demographics Needs

The campus will continue to provide and programs and support to attract students.

Demographics Summary

7th Grade Demographics: American Indian - 0, Asian - 7, African American - 10, Native Hawaiian - 1, White - 173, Hispanic - 225, Multi-Race - 34
Total 7th Grade Students: 450

8th Grade Demographics: American Indian - 1, Asian - 14, African American - 14, Native Hawaiian - 1, White - 207, Hispanic - 224, Multi-Race - 25
Total 8th Grade Students: 486

Total 7th and 8th Grade Students: 936

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

The campus was rated a "B" campus on the 2019 Accountability Rating with an overall score of 87.

Student Achievement Weaknesses

The campus would like to increase scores in the meets and masters in all subject areas.

Student Achievement Needs

Improve STAAR performance in all subject areas.

Student Achievement Summary

2021 STAAR & TELPAS Performance

8th Grade Reading: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 76% 50% 25%

Hispanic 73% 47% 20%

Asian

Black/African American 75% 38% 13%

White 80% 54% 32%

Economically Disadvantaged 64% 35% 12%

Limited English Proficient 43% 14% 0%

Special Education 38% 15% 10%

Gifted and Talented 100% 97% 79%

At-Risk 58% 27% 7%

8th Grade Math: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 68% 39% 13%

Hispanic 64% 30% 7%

Asian

Black/African American 50% 17% 0%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

White 73% 49% 20%
Economically Disadvantaged 53% 24% 2%
Limited English Proficient 33% 0% 0%
Special Education 19% 5% 2%
Gifted and Talented 100% 98% 69%
At-Risk 49% 17% 0%

8th Grade Science: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 75% 48% 28%
Hispanic 68% 37% 21%
Asian
Black/African American 71% 43% 14%
White 84% 59% 36%
Economically Disadvantaged 60% 29% 10%
Limited English Proficient 43% 0% 0%
Special Education 31% 15% 13%
Gifted and Talented 100% 98% 78%
At-Risk 59% 24% 7%

8th Grade Social Studies: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 65% 37% 21%
Hispanic 60% 29% 16%
Asian
Black/African American 75% 38% 13%
White 69% 44% 27%
Economically Disadvantaged 47% 17% 6%
Limited English Proficient 14% 0% 0%
Special Education 25% 13% 10%
Gifted and Talented 98% 92% 71%
At-Risk 46% 13% 5%

Algebra I Percentage: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 97% 81% 69%
Hispanic 97% 77% 67%
Asian 100% 100% 100%
Black/African American N/A N/A N/A
White 97% 84% 71%
Economically Disadvantaged 97% 62% 51%
Limited English Proficient N/A N/A N/A

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Special Education N/A N/A N/A
Gifted and Talented 100% 92% 86%
At-Risk 92% 54% 38%

7th Grade Reading: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 75% 53% 32%
Hispanic 73% 50% 27%
Asian 88% 63% 50%
Black/African American 60% 40% 10%
White 75% 58% 35%
Economically Disadvantaged 64% 39% 19%
Limited English Proficient 33% 11% 0%
Special Education 28% 9% 2%
Gifted and Talented 100% 91% 77%
At-Risk 54% 26% 13%

7th Grade Math: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 65% 31% 9%
Hispanic 64% 24% 6%
Asian
Black/African American 56% 33% 0%
White 64% 38% 11%
Economically Disadvantaged 58% 26% 5%
Limited English Proficient 33% 11% 11%
Special Education 23% 11% 2%
Gifted and Talented 100% 57% 14%
At-Risk 47% 16% 5%

7th Grade Writing: Percentage Approaches, Percentage Meets, Percentage Masters

All Students 78% 47% 16%
Hispanic 76% 43% 15%
Asian 88% 88% 38%
Black/African American 70% 30% 0%
White 80% 50% 16%
Economically Disadvantaged 68% 35% 9%
Limited English Proficient 22% 22% 0%
Special Education 21% 4% 0%
Gifted and Talented 100% 90% 56%
At-Risk 59% 20% 2%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

8th Grade TELPAS: Reading Advanced High, Listening Advanced High, Speaking Advanced High, Writing Advanced High

All Students 14% 71% 14% 29%

Hispanic 17% 67% 17% 33%

Asian N/A

Black/African American N/A

White 0% 100% 0% 0%

Economically Disadvantaged 0% 67% 0% 33%

Special Education 0% 100% 0% 0%

Gifted and Talented N/A

7th Grade TELPAS: Reading Advanced High, Listening Advanced High, Speaking Advanced High, Writing Advanced High

All Students 44% 33% 0% 33%

Hispanic 50% 33% 0% 33%

Asian N/A

Black/African American N/A

White 0% 0% 0% 0%

Economically Disadvantaged 75% 50% 0% 25%

Special Education 33% 0% 0% 33%

Gifted and Talented N/A

School Culture and Climate

School Culture and Climate Strengths

Flour Bluff Junior High's Strengths are:

School discipline

Provide HEB camp as positive based intervention strategy

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, have their grades checked by the advisory teacher, and 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 FBHJ Leadership Team (consisting of department chair teachers and staff) was established and meets monthly to review data, discipline, needs assessment, etc.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

The district has provided a Police Office hired by Flour Bluff ISD to work on our campus.
We are a Bring Your Own Device campus.

School Culture and Climate Weaknesses

Due to Covid-19 and the extra demands on teachers and administrators, faculty and staff are experiencing increased challenges on campus.

School Culture and Climate Needs

Due to new challenges from Covid-19, the campus needs to provide multiple strategies and processes to address the needs of all our students and staff.

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 are then rewarded for their good behavior. 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.

Teachers on campus are able to work in Professional Learning Communities where they are able to collaborate on curriculum with other teachers, analyze data with administrators, and develop plans to meet students' needs.

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

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 Weaknesses

The campus will work with the district to continue to offer competitive compensations and benefit packages to retain teachers.

Staff Quality, Recruitment and Retention Needs

New teachers continue to need guidance from experienced teachers and administrators as support on campus.

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

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Teachers and staff utilize most of their professional development days creating curriculum rather than attending other professional development opportunities.

Curriculum, Instruction and Assessment Needs

The campus would like to create an interventionist position to help support teachers, students, and administrators. The interventionist will assist in student services allowing administrators to be in the classrooms and support teachers as an instructional resource.

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

Mentor Program

Duke Parent Meeting

Purple STAAR Designation

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

The campus will continue to improve parent involvement/engagement at the Junior High campus and enhance the opportunities for parent participation.

Family and Community Involvement Needs

The campus needs to increase the percentage of parents involved with the school by promoting athletic and academic events for parents to attend as well as surveys for parents to complete.

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 Skyward Parent Portal. Parents are kept knowledgeable about course information through access to teacher Google Site web pages as well as Google Classrooms and communication via email and phone call.

School Context and Organization

School Context and Organization Strengths

The strengths of Flour Bluff Junior High include:

Students have eight scheduled classes on a traditional schedule where each instructional class is 53 minutes, and Advisory is 30 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, Multi-Tiered Support System (MTSS), and discipline needs for all students.

School Context and Organization Weaknesses

Currently, the junior high has an enrollment of roughly 935 students with no Dean/Interventionist. Administrator duties not only include discipline but also Accelerated

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

Instruction, State Testing, TTESS, 504, ARDS, LPAC, and MTSS.

School Context and Organization Needs

The campus would like to create an interventionist position to help support teachers, students, and administrators. The interventionist will assist in student services allowing administrators to be in the classrooms and support teachers as an instructional resource.

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 SmartBoard 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

Bring Your Own Device campus

Digital library

Library offers teachers/students Chrome Books (700) for projects and research

Google availability for student and teacher access

Technology Weaknesses

Comprehensive Needs Assessment

Teachers continue to need support and training on technology.

Technology Needs

The campus needs more access points to run effective programs for intervention.

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

- 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.
- 2: Flour Bluff Junior High will promote a safe and secure campus, creating an effective learning environment for all students and staff members. The campus will 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.
- 3: Focus on our staff and students' social and emotional well-being through a positive school culture and climate. Provide resources, strategies, and support that enable students and staff to have balance in their education and everyday life.
- 4: Be innovative, explore, and learn how to effectively teach utilizing various methods to ensure academic gaps are addressed. This includes providing teachers and students with the resources and support they need to be as successful as possible in the current pandemic.
- 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. The campus needs the appropriate technology to be used as an instructional resource ensuring student success.

FLOUR BLUFF J H

Goal 1. (Students) Students: Well-being and Academic Success.

Objective 1. (SEL) 1.1 Annually increase Social, Emotional Learning(SEL) & Well-being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide a strong, comprehensive, developmental guidance program to all students including: Delivery of SEL curriculum to all students through Social Studies classes 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). Administrators and counselors will carry a caseload of students at-risk for developing mental health issues. Teach and reinforce life skills for youth to better connect with their peers and community during transitions. Host a parent meeting regarding SEL strategies on campus. Delivery of Digital Citizenship lessons through the library (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(F)ESSER3 6100 - \$50,000, (F)ESSER3 6200 - \$5,000, (F)ESSER3 6300 - \$4,000, (F)ESSER3 6400 - \$3,500, (L)Local - \$25,050, (S)ESL - \$500, (S)State Comp. Ed. - \$6,100	Criteria: Review of Services: Anchored4Life and Positivity Project Counseling Logs Discipline Reports Attendance Data Bullying Reports Professional Development Logs Guidance Activities/Lessons

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Goal 1. (Students) Students: Well-being and Academic Success.

Objective 2. (Four Core Academic Areas) 1.2 Annually increase the Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, & Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will ensure the TEKS will be effectively taught utilizing district curriculum while achieving active student participation, discussion, problem-solving, creativity, questioning strategies, and provide the resources and training to support students and teachers including:</p> <p>Teacher created curriculum Differentiated instruction for special populations Benchmark data using DMAC Weekly Professional Learning Communities Accelerated Instruction Vertical alignment Cross-Curricular Activities Integration of online learning tools Open access to professionally curated developmentally appropriate reading materials Tutoring Interventions Multi-Systems of Support Instructional Resources (Target Group: All) (Strategic Priorities: 2)</p>	Assistant Principal(s), Curriculum Supervisor, Librarian(s), Principal, Teacher(s)	2021-2022	(F)ESSER3 6200 - \$6,500, (F)ESSER3 6300 - \$6,500, (F)ESSER3 6400 - \$1,500, (F)Title IV 6200 - \$7,000, (L)Local - \$10,056, (S)ESL - \$2,000, (S)State Comp. Ed. - \$6,075	<p>Criteria: STAAR Results Curriculum Alignment Curriculum Writing, Curriculum Documents (YAGs, Pacing Guides, IFDs) Agendas Professional Learning Communities Sign-In Sheets Eduphoria Reports Curriculum Resources Data Analysis TTESS Observations Walkthrough Reports in DMAC DMAC Reports</p> <p>06/02/22 - Completed 02/14/22 - On Track 10/30/21 - On Track 10/29/21 - Some Progress</p>

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Goal 1. (Students) Students: Well-being and Academic Success.

Objective 3. (CCMR) Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will provide the resources. training, and support necessary for students to succeed by:</p> <p>College and Career Class for all 7th Graders</p> <p>Awareness of pathways for advanced classes</p> <p>High school counselors visiting with students</p> <p>Weekly college topics through College and Career classes</p> <p>College and Career Class for all 7th Graders</p> <p>Awareness of CTE pathways and certification</p> <p>Interaction with the military liaison</p> <p>Anchored4life Program</p> <p>LOTC (Target Group: All) (Strategic Priorities: 3)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2021-2022</p>	<p>(F)CTE - \$15,750, (F)ESSER3 6200 - \$3,500, (F)ESSER3 6300 - \$3,050, (F)ESSER3 6400 - \$1,500, (F)Title IV 6200 - \$5,000, (L)Local - \$10,000, (S)ESL - \$800, (S)State Comp. Ed. - \$2,052</p>	<p>Criteria: Test Scores Lesson Plans Training Agenda Sign-In Sheets Educational Plans Transcripts Course Guides Parent Nights Counselor Communication Logs Guest speakers/presenters Career Fair Info of the Week for CCR classes Monthly Anchored4Life Report Counselor Communication Logs Discussion Talks Course Guides Parent Nights Open House Military Campus Visit</p> <p>06/02/22 - Completed 02/14/22 - On Track 10/30/21 - On Track 10/29/21 - Some Progress</p>

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Goal 1. (Students) Students: Well-being and Academic Success.

Objective 4. (Student Engagement) Annually increase Student Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will provide the resources, training, and support for students engagement by:</p> <p>Continuing to use Google teacher web pages to keep students informed of educational opportunities in the classrooms</p> <p>Communicate opportunities for extracurricular activities through announcements and social media</p> <p>Inviting parents to Open Houses</p> <p>Providing monthly news to parents through newsletters</p> <p>Increasing school spirit through spirit weeks, bulletin boards, and social media</p> <p>Recruitment to Clubs/Athletics</p> <p>Use of Innovative Technologies (Target Group: All) (Strategic Priorities: 2,3)</p>	Assistant Principal(s), Curriculum Supervisor, Librarian(s), Principal, Teacher(s)	2021-2022	(F)ESSER3 6200 - \$10,500, (F)ESSER3 6300 - \$5,250, (F)ESSER3 6400 - \$2,375, (F)Title IV 6200 - \$9,000, (L)Local - \$10,000, (S)ESL - \$2,000, (S)State Comp. Ed. - \$2,000	<p>Criteria: Agendas</p> <p>Teacher Webpages</p> <p>Campus Website</p> <p>Social Media Site</p> <p>Handbooks</p> <p>Sign-In Sheets</p> <p>Number of students participating in UIL events</p> <p>Number of students participating in extracurricular clubs</p> <p>Number of students scheduled in athletics</p> <p>Schedule of Events</p> <p>Teacher Sponsors</p> <p>Newsletters</p> <p>Inventory of technology resources</p> <p>06/02/22 - Completed</p> <p>02/14/22 - On Track</p> <p>10/30/21 - On Track</p> <p>10/29/21 - Some Progress</p>

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Goal 2. (Faculty and Staff) Faculty and Staff: Well-being, Professional Development and Growth.

Objective 1. Annually Increase Faculty and Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide opportunities for faculty and staff to participate in Campus and District Planning and Decision-Making processes, analyze data, discuss needs, and take action to improve campus culture. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(F)CTE - \$3,249, (F)ESSER3 6200 - \$867, (F)ESSER3 6300 - \$484, (F)ESSER3 6400, (L)Local, (S)ESL, (S)State Comp. Ed.	Criteria: Agendas Minutes Sign In Sheets Campus Surveys Morale Committees Student Council Fundraisers NJHS Appreciation 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Significant Progress 10/30/21 - Some Progress

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Goal 2. (Faculty and Staff) Faculty and Staff: Well-being, Professional Development and Growth.

Objective 2. Annually increase Faculty and Staff Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will acknowledge faculty and staff to create a culture of excellence on campus. (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Curriculum Supervisor, Principal, Public Information Coordinator, Teacher(s)	2021-2022	(F)ESSER3 6100 - \$208,243, (F)ESSER3 6200 - \$2,000, (F)ESSER3 6300 - \$2,000, (F)ESSER3 6400 - \$500, (L)Local - \$7,000, (S)State Comp. Ed. - \$1,000	Criteria: Employee Awards Lists of Accomplishments Campus and Board Recognition Campus/District Website Social Media Pages 06/02/22 - Completed 02/14/22 - Some Progress 10/30/21 - Some Progress

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Goal 2. (Faculty and Staff) Faculty and Staff: Well-being, Professional Development and Growth.

Objective 3. Professional Development Plans are developed and executed for all Categories of Employees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will align professional development trainings with the district (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2021-2022	(F)ESSER3 6200 - \$4,000, (F)ESSER3 6300 - \$4,000, (F)ESSER3 6400 - \$1,000, (L)Local - \$10,000, (S)ESL - \$35, (S)State Comp. Ed. - \$1,000	Criteria: Agendas Minutes Sign In Sheets Professional Development Calendar 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Significant Progress 10/30/21 - Some Progress

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Goal 2. (Faculty and Staff) Faculty and Staff: Well-being, Professional Development and Growth.

Objective 4. Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will align with the district regarding procurement and other business processes. (Target Group: All) (Strategic Priorities: 1)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(F)ESSER3 6100 - \$10,000, (L)Local - \$10,000	Criteria: Agendas Minutes Sign In Sheets Training Calendar SBDM Meetings 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress

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Goal 3. (Community) Community Satisfaction and Engagement

Objective 1. Annually increase Non-Parent Community Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will share the following with the community:</p> <p>Awards Milestones Student/Staff Recognition Upcoming Events</p> <p>The campus will offer opportunities for feedback. (Target Group: All) (Strategic Priorities: 1,2,3)</p>	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$7,000, (S)State Comp. Ed. - \$500	<p>Criteria: Social media Community Events Campus Website Flyers Survey</p> <p>06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Significant Progress 10/30/21 - Some Progress 05/01/21 - Significant Progress 01/07/21 - On Track 10/29/20 - Some Progress 10/28/20 - On Track 10/28/20 - Some Progress</p>

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Goal 3. (Community) Community Satisfaction and Engagement

Objective 2. Annually increase Non-Parent Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will partner with community representatives to complete service projects.</p> <p>Community members will be invited to serve on campus committees. (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2021-2022</p>	<p>(L)Local - \$7,000, (S)State Comp. Ed. - \$500</p>	<p>Criteria: Social media Community Events Campus Website Flyers Survey Campus Committees Sign-in Sheets</p> <p>06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress</p>

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Goal 3. (Community) Community Satisfaction and Engagement

Objective 3. Annually increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will share the following with parents/guardians: Awards Milestones Student/Staff Recognition Upcoming Events The campus will offer opportunities for feedback. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$7,000, (S)State Comp. Ed. - \$500	Criteria: Social media Community Events Campus Website Flyers Survey Phone Call Messages Email Messages 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Significant Progress 10/30/21 - Some Progress

FLOUR BLUFF J H

Goal 3. (Community) Community Satisfaction and Engagement

Objective 4. Annually increase Parent Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase parent participation and involvement at school events by:</p> <p>Utilizing teacher web pages to keep parents informed of educational opportunities in the classrooms</p> <p>Communicating with parents using Family Access tools</p> <p>Inviting parents to Open Houses</p> <p>Providing monthly news to parents using the National Junior Honor Society Newsletter</p> <p>Encouraging and inviting parents to attend the Parent Conferences</p> <p>Inviting parents to serve on campus committees</p> <p>Encouraging parents to volunteer in the library and classrooms</p> <p>Recognizing parental support at all campus presentations/programs (Target Group: All)</p> <p>(Strategic Priorities: 1,2,3)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Chief Communications Officer, Counselor(s), Curriculum Supervisor, Principal, Teacher(s)</p>	<p>2021-2022</p>	<p>(L)Local - \$7,000, (S)State Comp. Ed. - \$1,000</p>	<p>Criteria: Social media Community Events Campus Website Flyers Webpages Calendar Applications Campus Committees Sign-in Sheets Parent Conference</p> <p>06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Significant Progress 10/30/21 - Some Progress</p>

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

Objective 1. Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(L)Local - \$1,500	Criteria: SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

Objective 2. Increase communication and clarity regarding the Coherent Debt Management Process(es)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(L)Local - \$1,500	Criteria: SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

Objective 3. Increase communication and clarity regarding Operational Effectiveness and Efficiency

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(L)Local - \$1,500	Criteria: SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

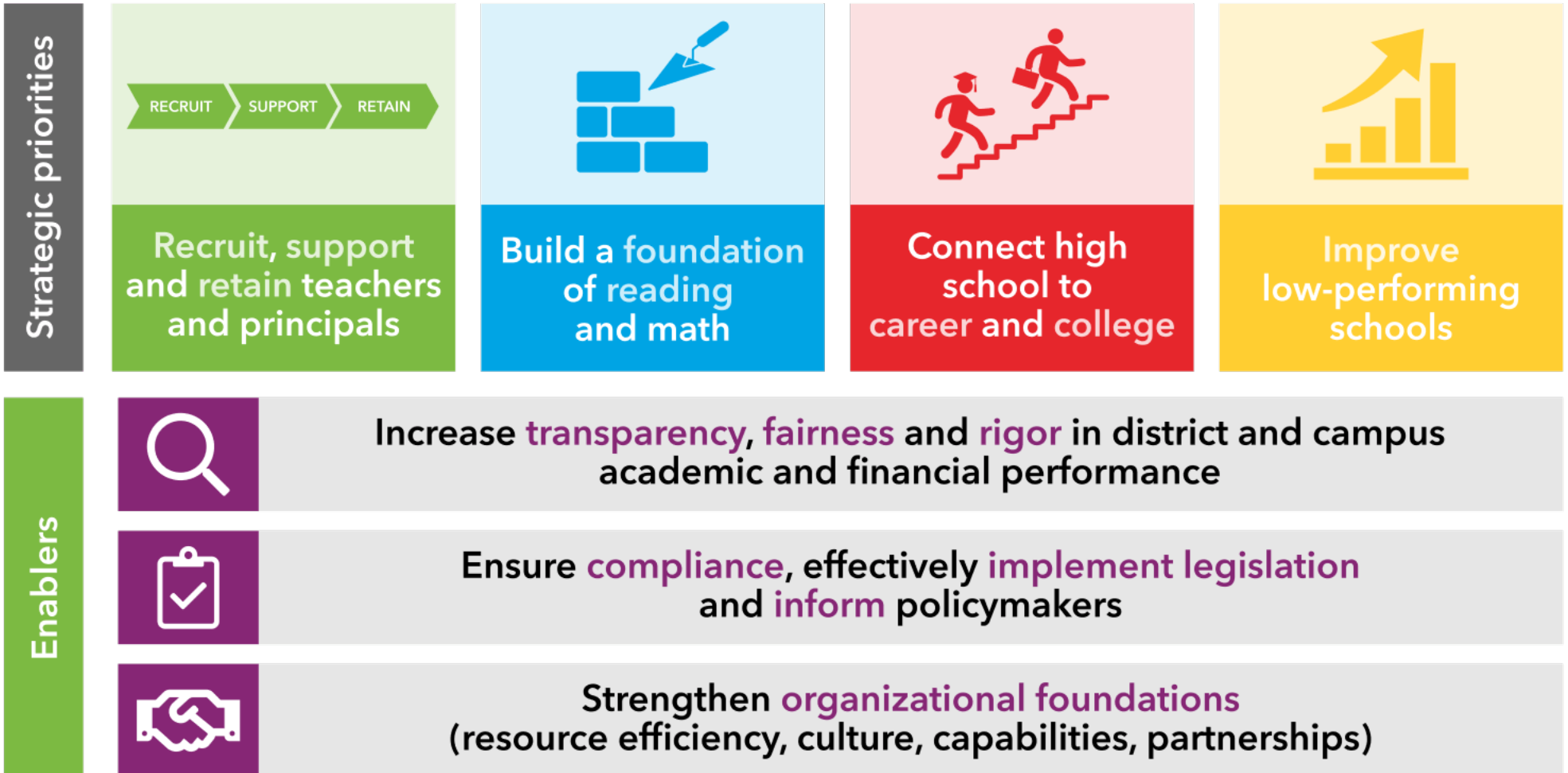
Objective 4. Increase communication and clarity of Critical Success Factors of Financial Stewardship

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(L)Local - \$1,000	Criteria: SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports 06/02/22 - Completed 02/14/22 - On Track 10/30/21 - Some Progress

Resources

Resource	Source
CTE	Federal
ESSER3 6100	Federal
ESSER3 6200	Federal
ESSER3 6300	Federal
ESSER3 6400	Federal
Title II	Federal
Title IV 6200	Federal
Title IV 6400	Federal
Local	Local
ESL	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 Balanced Cascading Scorecard 2021-2025

In Flour Bluff ISD We Believe...

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

Mission:

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Vision:

Our vision is to make Flour Bluff ISD the premier district in Texas.

Flour Bluff – North Padre Island – NAS/CCAD

Goals:	Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes: (Outcomes) (X to Y by Z)
Goal 1: Students: Well-being and Academic Success.	1.1 Annually increase Social, Emotional Learning (SEL) & Well-being	<p>The campus will provide a strong, comprehensive, developmental guidance program to all students.</p> <ul style="list-style-type: none"> • Delivery of SEL curriculum to all students through Social Studies classes 	<p>Review of Services, Sessions Scheduled, Student survey results</p> <p>Review of Services: Anchored4Life and Positivity Project, Counseling Logs, Discipline Reports, Attendance Data, Bullying Reports, Professional Development Logs, Guidance Activities/Lessons</p>	Increase the percentage of students who are aware of junior high SEL services by 20% by 2025.

- | | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• 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).• Administrators and counselors will carry a caseload of students at-risk for developing mental health issues.• Teach and reinforce life skills for youth to better connect with their peers and community during transitions.• Host a parent meeting regarding SEL strategies on campus.• Delivery of Digital Citizenship lessons through the library | | |
|--|--|---|--|--|

	<p>1.2 Annually increase the Academic Achievement in the four core academic areas:</p> <p>Reading & Language Arts Mathematics Science Social Studies</p>	<p>Reading and Language Arts</p> <p>The campus will ensure the TEKS will be effectively taught utilizing district curriculum while achieving active student participation, discussion, problem-solving, creativity, questioning strategies, and provide the resources and training to support students and teachers including:</p> <ul style="list-style-type: none"> • Teacher created curriculum • Differentiated instruction for special populations • Critical thinking strategies using fiction, non-fiction text • Benchmark data using DMAC • Weekly Professional Learning Communities discussions to review data & plan interventions • Texas Middle School Fluency Assessment of students who failed the 6th-grade STAAR • Monitoring of English Language Arts & Reading skill acquisition through advisory grade checks • STAAR Accelerated Instruction Reading classes through advisory • Vertical alignment • Cross-Curricular Activities • Integration of online learning tools • Open access to professionally curated developmentally appropriate reading materials. 	<p>Curriculum Alignment</p> <ul style="list-style-type: none"> • Curriculum Writing, Curriculum Documents (YAGs, Pacing Guides, IFDs), Agendas & Curriculum <p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Agendas, Minutes, Sign-In Sheets, Eduphoria Reports, Curriculum Resources <p>Data Analysis</p> <ul style="list-style-type: none"> • TTESS Observations • Walkthrough Reports in DMAC • Reading & Language Arts <ul style="list-style-type: none"> ◦ DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR), Texas Middle School Fluency Assessment 	<p>Increase RLA at Meets Grade Level or Above from 2021- 52% to 57% by 2025.</p>
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		<p>Math</p> <p>The campus will ensure the TEKS will be effectively taught utilizing district curriculum while achieving active student participation, discussion, problem-solving, creativity, questioning strategies, and provide the resources and training to support students and teachers including:</p> <ul style="list-style-type: none"> • Teacher created curriculum • Differentiated instruction for special populations • Critical thinking strategies • Benchmark data using DMAC • Weekly Professional Learning Communities discussions to review data & plan interventions • MSTAR to 7th and 8th grade students • Monitoring of math skill acquisition through advisory grade checks • STAAR Accelerated Instruction Math classes through advisory • Math Academy Classes • Vertical alignment • Cross-Curricular Activities • Integration of online learning tools 	<p>Curriculum Alignment</p> <ul style="list-style-type: none"> • Curriculum Writing, Curriculum Documents (YAGs, Pacing Guides, IFDs), Integrated Math & Science Committee Agendas & Curriculum <p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Agendas, Minutes, Sign-In Sheets, Eduphoria Reports, Curriculum Resources <p>Data Analysis</p> <ul style="list-style-type: none"> • TTESS Observations • Walkthrough Reports in DMAC • Math <ul style="list-style-type: none"> ○ DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) 	<p>Increase all grades Math at Meets Grade Level or Above from 2021- 42% to 47% by 2025.</p>
		<p>Science</p> <p>The campus will ensure the TEKS will be effectively taught utilizing district curriculum while achieving active student participation, discussion, problem-solving, creativity, questioning strategies, and provide the resources and</p>	<p>Curriculum Alignment</p> <ul style="list-style-type: none"> • Curriculum Writing, Curriculum Documents (YAGs, Pacing Guides, IFDs), Integrated Math & Science Committee Agendas & Curriculum <p>Professional Learning Communities</p>	<p>Increase all grades Science at Meets Grade Level or Above from 2021-48% to 53% by 2025.</p>

		<p>training to support students and teachers including:</p> <ul style="list-style-type: none"> • Teacher created curriculum • Differentiated instruction for special populations • Critical thinking strategies • Benchmark data using DMAC • Weekly Professional Learning Communities discussions to review data & plan interventions • Monitoring of science skill acquisition through advisory grade checks • Science Academy Classes • Coastal Explorers • Science Fair • Vertical alignment • Cross-Curricular Activities • Integration of online learning tools 	<ul style="list-style-type: none"> • Agendas, Minutes, Sign-In Sheets, Eduphoria Reports, Curriculum Resources <p>Data Analysis</p> <ul style="list-style-type: none"> • TTESS Observations • Walkthrough Reports in DMAC • Science <ul style="list-style-type: none"> ◦ DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) 	
		<p>Social Studies</p> <p>The campus will ensure the TEKS will be effectively taught utilizing district curriculum while achieving active student participation, discussion, problem-solving, creativity, questioning strategies, and provide the resources and training to support students and teachers including:</p> <ul style="list-style-type: none"> • Teacher created curriculum • Differentiated instruction for special populations • Critical thinking strategies • Benchmark data using DMAC • Weekly Professional Learning Communities 	<p>Curriculum Alignment</p> <ul style="list-style-type: none"> • Curriculum Writing, Curriculum Documents (YAGs, Pacing Guides, IFDs), Integrated Math & Science Committee Agendas & Curriculum <p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Agendas, Minutes, Sign-In Sheets, Eduphoria Reports, Curriculum Resources <p>Data Analysis</p> <ul style="list-style-type: none"> • TTESS Observations • Walkthrough Reports in DMAC • Social Studies <ul style="list-style-type: none"> ◦ DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) 	<p>Increase all grades Social Studies at Meets Grade Level or Above from 2021-37% to 42% by 2025.</p>

		<p>discussions to review data & plan interventions</p> <ul style="list-style-type: none"> Monitoring of social studies skill acquisition through advisory grade checks Cross-Curricular Activities Integration of online learning tools 		
	1.3 Annually increase CCMR results	<p>College Readiness</p> <p>The campus will provide the resources, training, and support necessary for students to succeed by:</p> <ul style="list-style-type: none"> College and Career Class for all 7th Graders Awareness of pathways for advanced classes High school counselors visiting with students Students are provided with weekly college topics through College and Career classes 	<p>Test Scores</p> <p>Lesson Plans</p> <p>Training Agenda</p> <p>Sign-In Sheets</p> <p>Educational Plans</p> <p>Transcripts</p> <p>Course Guides</p> <p>Parent Nights</p> <p>Counselor Communication Logs</p> <p>College Spirit Day</p> <p>Info of the Week for CCR classes</p>	Continue to Increase the number of students taking high school credit classes through 2025.
		<p>Career Readiness</p> <p>The campus will provide the resources, training, and support necessary for students to succeed by:</p> <ul style="list-style-type: none"> College and Career Class for all 7th Graders Awareness of CTE pathways and certification High school counselors visiting with students Students are provided with weekly career topics through College and Career classes 	<p>Test Scores</p> <p>Lesson Plans</p> <p>Training Agenda</p> <p>Sign-In Sheets</p> <p>Educational Plans</p> <p>Transcripts</p> <p>Course Guides</p> <p>Parent Nights</p> <p>Counselor Communication Logs</p> <p>Guest speakers/presenters</p> <p>Career Fair</p> <p>Info of the Week for CCR classes</p>	Host 1 fall/spring career night each year to inform parents and students of different CTE courses and pathways available at the high school from 2021-2025.
		<p>Military Readiness</p> <ul style="list-style-type: none"> Interaction with the military liaison Anchored4life Program 	<p>Monthly Anchored4Life Report</p> <p>Counselor Communication Logs</p> <p>Training Agenda</p> <p>Sign-In Sheets</p>	Host 1 fall/spring open house each year providing support to military families as well as inform parents and students on military awareness from 2021-2025.

		<ul style="list-style-type: none"> • LOTC 	Discussion Talks Course Guides Parent Nights Open House Military Campus Visit	
	1.4 Annually increase Student Engagement	The campus will provide the resources, training, and support for students engagement by: <ul style="list-style-type: none"> • Continuing to use Google teacher web pages to keep students informed of educational opportunities in the classrooms • Communicate opportunities for extracurricular activities through announcements and social media • Inviting parents to Open Houses • Providing monthly news to parents through newsletters • Increasing school spirit through spirit weeks, bulletin boards, and social media • Recruitment to Clubs/Athletics • Use of Innovative Technologies 	Agendas Teacher Webpages Campus Website Social Media Site Handbooks Sign-In Sheets Number of students participating in UIL events Number of students participating in extracurricular clubs Number of students scheduled in athletics Schedule of Events Teacher Sponsors Newsletters Inventory of technology resources	Continue to increase the number of students participating in extracurricular clubs through 2025. Continue to increase the number of students participating in UIL events through 2025. Continue to increase the number of students in athletics through 2025.
Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.	2.1 Annually increase Faculty & Staff Engagement	The campus will provide opportunities for faculty and staff to participate in Campus and District Planning and Decision-Making processes, analyze data, discuss needs, and take action to improve campus culture.	Agendas Minutes Sign In Sheets Campus Surveys Morale Committees Student Council Fundraisers NJHS Appreciation	The campus will continue to maintain a high-quality staff by decreasing the turnover rate throughout 2025.

	2.2 Annually increase Faculty & Staff Satisfaction	The campus will acknowledge faculty and staff to create a culture of excellence on campus.	Employee Awards Lists of Accomplishments Campus and Board Recognition Campus/District Website Social Media Pages	The campus will continue to maintain a high-quality staff by decreasing the turnover rate throughout 2025.
	2.3 Professional Development Plans are developed and executed for all Categories of Employees	The campus will align professional development trainings with the district.	Agendas Minutes Sign In Sheets Professional Development Calendar	Retain 100% of campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local teacher incentive allotment policy from 2% to 10% by 2025.
	2.4 Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes	The campus will align with the district regarding procurement and other business processes.	Agendas Minutes Sign In Sheets Training Calendar SBDM Meetings	The campus will continue to support the district initiative in having no-findings on the annual financial report.
Goal 3: Community Satisfaction and Engagement	3.1 Annually increase Non-Parent Community Satisfaction	The campus will share the following with the community: <ul style="list-style-type: none"> Awards Milestones Student/Staff Recognition Upcoming Events The campus will offer opportunities for feedback.	Social media Community Events Campus Website Flyers Survey	Increase the number of non-parent community survey responses by 20% by 2025.
	3.2 Annually increase Non-Parent Community Engagement	The campus will partner with community representatives to complete service projects. Community members will be invited to serve on campus committees.	Social media Community Events Campus Website Flyers Survey Campus Committees Sign-in Sheets	Increase the number of non-parent community engagement opportunities by 20% by 2025.
	3.3 Annually increase Parent Satisfaction	The campus will share the following with parents/guardians: <ul style="list-style-type: none"> Awards 	Social media Community Events Campus Website Flyers Survey	Increase the number of parent community survey responses by 20% by 2025.

		<ul style="list-style-type: none"> • Milestones • Student/Staff Recognition • Upcoming Events <p>The campus will offer opportunities for feedback.</p>	Phone Call Messages Email Messages	
	3.4 Annually increase Parent Engagement	Increase parent participation and involvement at school events by: <ul style="list-style-type: none"> • Utilizing teacher web pages to keep parents informed of educational opportunities in the classrooms • Communicating with parents using Family Access tools • Inviting parents to Open Houses • Providing monthly news to parents using the National Junior Honor Society Newsletter • Encouraging and inviting parents to attend the Parent Conferences • Inviting parents to serve on campus committees • Encouraging parents to volunteer in the library and classrooms • Recognizing parental support at all campus presentations/programs 	Social media Community Events Campus Website Flyers Webpages Calendar Applications Campus Committees Sign-in Sheets Parent Conference	Increase the number of parents who are engaged in campus events by 20% by 2025.
Goal 4: Financial Stewardship	4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes	The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness.	SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports	The campus will continue to support and collaborate with the district initiative in having an acceptable level of tolerance.

	4.2 Increase communication and clarity regarding the Coherent Debt Management Process(es)	The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness.	SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports	The campus will continue to support and collaborate with the district initiative in having an acceptable level of financial performance.
	4.3 Increase communication and clarity regarding Operational Effectiveness and Efficiency	The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness.	SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports	The campus will continue to support and collaborate with the district initiative of risk management and prevention.
	4.4 Increase communication and clarity of Critical Success Factors of Financial Stewardship	The campus will continue to collaborate with the district to evaluate programs and departments for efficiency and effectiveness.	SBDM Meetings Agendas Sign-in Sheets Board Reports Usage Reports Budget Reports Personnel Reports Maintenance and Transportation Reports Child Nutrition Reports Purchase Reports	The campus will continue to support the district initiative in having no-findings on the annual financial report.

FBJH Top 5 Priorities

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.

2: Flour Bluff Junior High will promote a safe and secure campus, creating an effective learning environment for all students and staff members. The campus will 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.

3: Focus on our staff and students' social and emotional well-being through a positive school culture and climate. Provide resources, strategies, and support that enable students and staff to have balance in their education and everyday life.

4: Be innovative, explore, and learn how to effectively teach utilizing various methods to ensure academic gaps are addressed. This includes providing teachers and students with the resources and support they need to be as successful as possible in the current pandemic.

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. The campus needs the appropriate technology to be used as an instructional resource ensuring student success.

Flour Bluff Junior High
Site-Based Decision-Making Team
Thursday, October 7, 2021

Started:4:20

- I. Welcome
 - a. Introductions: Dr. Melonie Shandy, Mr. Wallace, Mrs. Bervinkle, Mrs. Blair, Ms. Lewis, Mrs. Ortiz, Mr. Samuels, Mr. Boyd, Mrs. Billings, Ms. Tovar, Ms. Gordon, Ms. Ewing, Mrs. Krnavek
- II. Covid-19 Update
 - a. Current Numbers: Total Cases in October
 - i. JH Student-0 & JH Staff- 0
 - b. Remote Conferencing
 - i. One student is currently eligible
- III. FBJH Score Card
 - a. Mission: The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.
 - b. Vision: Our vision is to make Flour Bluff ISD the premier district in Texas.
Flour Bluff – North Padre Island – NAS/CCAD
 - c. Goals
 - Goal 1: Students: Well-being and Academic Success.
 - Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.
 - Goal 3: Community Satisfaction and Engagement
 - Goal 4: Financial Stewardship
 - d. The Leadership team will be presented with the scorecard on 10/8/21, and departments will send back revisions and feedback to the admin.
- IV. Potential Grading Percentages for 2022-2023
 - a. 80/20- Current
 - i. Students can do well and then not be able to recuperate their average if they score poorly on their 6 weeks test.
 - b. 40/40/20- Highschool
 - i. possible higher failure rate
 - c. Will discuss this in further detail at the next meeting
- V. STAAR Updates
 - a. No SSI - All Testing in May
 - i. HB 4545 mandates that students who are unsuccessful will have an accelerated instruction plan for the next year
 - b. No Stand Alone Writing Test
 - c. STAAR 2.0 Field Test- 8th Math
- VI. Accelerated Instruction
 - a. Set to begin the week of October 11, 2021
 - b. Instruction will be provided through Advisory
 - c. Students who opted out of the spring STAAR assessments will take a placement test to determine their proficiency.

- VII. HEB Camp
 - a. Hopefully in April
- VIII. Upcoming Events
 - a. Homecoming Parade/Spirit Week
 - b. Red Ribbon Week
- IX. Roundtable Thoughts -Discussions & Questions
 - a. HS Advanced Classes & JH Advanced Classes-late work policy
 - b. Tough Transition from 6th to 7th grade
 - c. Desk Shields being mandated
 - d. Does GPA count at the JH level? Yes, in the Flour Bluff
 - e. Can students travel during an advisory? Not at this time due to contact tracing.
 - f. The current Bell Schedule added minutes to each instructional period, however, reduced the amount of time in advisory.- Can revisit the bell schedule for next year.
- X. Thank You

Next Meeting: In December
Ended: 4:55

Flour Bluff Junior High
Site-Based Decision-Making Team
Wednesday, November 10, 2021

- I. Welcome
- II. Mission, Vision, and Goals
 - a. Mission: The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.
 - b. Vision: Our vision is to make Flour Bluff ISD the premier district in Texas.
Flour Bluff – North Padre Island – NAS/CCAD
 - c. Goals
 - Goal 1: Students: Well-being and Academic Success.
 - Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.
 - Goal 3: Community Satisfaction and Engagement
 - Goal 4: Financial Stewardship.
- III. Campus Improvement Plan Discussion and Feedback
 - a. Strategies
 - b. Needs Assessment
- IV. HEB camp
 - a. April 25, 2022 to April 28, 2022
 - b. Academic Eligibility
 - i. The student must have received a semester average of a 70% or higher in all subjects during the 1st semester.
 - ii. The student must have passed all subjects with an average of 70% or higher in the fourth and fifth six weeks.
 - c. Attendance Requirements
 - i. Students must have been in attendance at least 90% of the required school days (13 days).
 - d. Discipline
 - i. Any student who has received three or more separate In School Suspension placements, or has one referral that results in an out of School Suspension, will not be permitted to attend camp. Clarifications may be directed to the assistant principal.
 - ii. Any student who has been at SDGC or JJAEP during the school year will not be permitted to attend camp.
- III. Upcoming Events
 - a. Early Dismissal on Friday, November 19th
 - b. Thanksgiving Break & Winter Break
- IV. Roundtable Thoughts/Items from Last Meeting
 - a. Potential Grading Percentage for 2022-2023
 - i. 80/20
 - ii. 40/40/20
 - b. Late Work Policy for High School Credit Advanced Classes
- V. Thank You

FLOUR BLUFF J H Site Based Decision Making

November 10, 2021

Name	Position
Wallace, Brodie	Campus Administrator <i>Bruce Wallace</i>
Shandy, Melonie	District Professional <i>Melonie Shandy</i>
Henderson, Tracie	Non-Classroom Paraprofessional
Ortiz, Holly	Teacher <i>Holly Ortiz</i>
Blair, Tamara	Curriculum Supervisor <i>Tamara Blair</i>
Samuels, Harry	Teacher <i>Harry Samuels</i>
Jimenez, Jose	Teacher
BOYD, BRETT	Teacher <i>Brett Boyd</i>
Billings, Taylor	Teacher <i>Taylor Billings</i>
Lewis, Martha	Paraprofessional <i>Martha Lewis</i>
Bervinkle, Heather	Assistant Principal <i>Heather Bervinkle</i>
Cain, Jennifer	Parent
Gordon, Megan	Parent <i>Megan Gordon</i>
Corpuz, Randy	Business
Tovar, Valerie	Community <i>Valerie Tovar</i>
Ewing, Michelle	Community <i>Michelle Ewing</i>
Avery, Deb	Business

Samuel Edwards

Flour Bluff Junior High
Site-Based Decision-Making Team
Tuesday, February 22, 2022

Welcome

I. Mission, Vision, and Goals

- a. Mission: The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.
- b. Vision: Our vision is to make Flour Bluff ISD the premier district in Texas.

Flour Bluff – North Padre Island – NAS/CCAD

c. Goals

Goal 1: Students: Well-being and Academic Success.

Goal 2: Faculty and Staff: Well-being, Professional Development, and Growth.

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship.

II. Campus Improvement Plan MOY

- a. Goals and Strategies are On Track for being met by the end of the year.
- b. Area of Focus: 2.2 Annually increase Faculty & Staff Satisfaction

The campus continues to promote and grow satisfaction by creating different programs and activities to display our teachers' and students' achievements. The campus has shown progress in this area by being recognized as a Purple Star campus, creating a morale committee on campus, acknowledging staff/students through numerous ways (website, announcements, social media), conducting team and leadership meetings, and providing a shout out wall. The campus has many activities planned to achieve this goal by the end of the year. The campus will be on track to meet this goal by completing the remaining activities/initiatives that are arranged for the school year.

III.. HEB camp

- a. April 25, 2022, to April 28, 2022
- b. Academic Eligibility
 - i. The student must have received a semester average of a 70% or higher in all subjects during the 1st semester.
 - ii. The student must have passed all subjects with an average of 70% or higher in the fourth and fifth six weeks.
- c. Attendance Requirements
 - i. Students must have been in attendance at least 90% of the required school days (13 days).
- d. Discipline
 - i. Any student who has received three or more separate In School Suspension placements, or has one referral that results in an out of School Suspension, will not be permitted to attend camp. Clarifications may be directed to the assistant principal.
 - ii. Any student who has been at SDGC or JJAEP during the school year will not be permitted to attend camp.

IV. STAAR DATES for JH

- a. 8 Science- May 5th
- b. 8 Social Studies- May 6th
- c. 7 and 8 Math & Algebra- May 10th
- d. 7 and 8 Reading- May 11th

V. Upcoming Events

- a. Texas Public Schools Week
 - i. February 28-March 4
- b. Open House on 2/28/22
- c. Health and PE Textbook Adoption Meeting
- d. Coffee with the Principal-
- e. Staff Chili Cookoff-3/11/22
- f. Spring Break

VI. Roundtable Thoughts/Items from Last Meeting







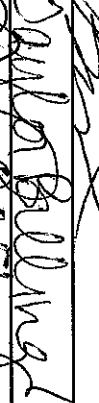





- a.. Bell Schedule for 2022-2023
 - i. Added minutes to each instructional period, reducing the time in advisory.
- b. HS Credit Grading and Policy Alignment
 - i. JH and HS credit courses participate in curriculum writing together to align
- c. Creating 3 sections of 90 minute math periods (7th and 8th) for struggling students.
 - ii. Students would lose an elective and it would be replaced with a math intervention period that would be blocked with their class period.
- d. GPA following from JH to HS- Do other districts do this?

VII. Thank You

Next Meeting: May 2022

FLOUR BLUFF J H Site-Based Decision Making

February 22, 2022

Name	Position	Signature
Wallace, Brodie	Campus Administrator	
Shandy, Melonie	District Professional	
Henderson, Tracie	Non-Classroom Paraprofessional	
Oritz, Holly Deanne Purcell	Teacher	
Blair, Tamara	Curriculum Supervisor	
Samuels, Harry	Teacher	
Jimenez, Jose	Teacher	
Boyd, Brett	Teacher	
Billings, Taylor	Teacher	
Lewis, Martha	Paraprofessional	
Bervinkle, Heather	Assistant Principal	
Cain, Jennifer	Parent	
Gordon, Megan	Parent	
Corpuz, Randy	Business	
Tovar, Valerie	Community	
Ewing, Michelle	Community	
Avery, Deb	Business	

Flour Bluff Junior High
Site-Based Decision-Making Team
Tuesday, May 17, 2022

I. Mission, Vision, and Goals

- a. Mission: The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.
- b. Vision: Our vision is to make Flour Bluff ISD the premier district in Texas.
Flour Bluff – North Padre Island – NAS/CCAD
- c. Goals
 - Goal 1: Students: Well-being and Academic Success.
 - Goal 2: Faculty and Staff: Well-being, Professional Development, and Growth.
 - Goal 3: Community Satisfaction and Engagement
 - Goal 4: Financial Stewardship.

II. Campus Improvement Plan EOY

- a. Goals and Strategies are On Track to be met by the end of the year.

III. Handbook Revisions

- a. Pg 6:
 - i. A student may choose to exit an Advanced course at any time as long as there is available space in the academic course in that subject and the following criteria have been met:
 - 1. Attend a minimum of three documented tutorial sessions
 - 2. Attend a face-to-face student/parent/teacher/counselor conference
 - 3. Receive approval from campus principal
 - b. Change to:
 - i. A student may choose to exit an Advanced course at any time as long as there is available space in the academic course in that subject.
 - ii. A student will be exited at the Progress Report of the 2nd Six Weeks if Failing
 - 1. Parent/Teacher Conference is required

IV. Bell Schedule

- a. Adding 5 minutes to advisory (30^{min} period)
- b. 50 minute periods

add
family 1st week
as well as family @
the 2nd 6 week PR

V. Upcoming Events

- a. May 18- Awards
- b. May 23-25- 6 Week/ Semester Exams
- c. May 25- Last Day of School

VI. ESSER FUNDS

- a. Funds were available for this school year

VII. Registration for Returning Students in Open

VIII. Roundtable Thoughts

Thank You

Dr. Melonie Shandy

Melonie Shandy

Brodie Wallace

Brodie Wallace

Heather Bervinkle

Heather Bervinkle

Tamara Blair

Tracie Henderson

Martha Lewis

Holly Ortiz

Holly Ortiz

Jose Jimenez

Harry Samuels

Brett Boyd

Brett Boyd

Taylor Billings

Taylor Billings

Randy Corpuz

Valerie Tovar

Valerie Tovar

Jennifer Cain

Megan Gordon

Deb Avery

Michelle Ewing

JKrnavick

JKrnavick