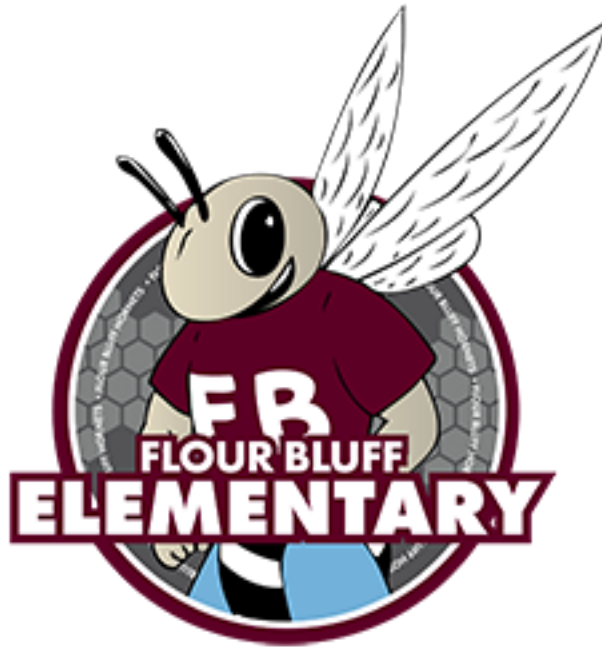


FLOUR BLUFF ELEMENTARY

Flour Bluff Elementary Campus Improvement Plan 2021/2022 2021/2022

"Anchored in a Sea of Learning"



Dr. Nikol Youngberg
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FLOUR BLUFF ELEMENTARY

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

Elementary SBDM Committee

| Name | Position |
|---------------------|-----------------------------|
| Youngberg, Nikol | Principal |
| Jackson, Danny | Teacher |
| Ames, Lisl | Teacher |
| Kaspar, Jennifer | Teacher |
| Nelson, Lisa | Teacher |
| Falany, Kristi | Teacher |
| Osborn, Nola | Teacher |
| Revett, Marion | Teacher |
| Shannon, Caitlyn | Teacher |
| Selman, Deb | SPED Teacher |
| Sims, Kristi | Elementary Paraprofessional |
| Kalo, Amanda | Librarian |
| Debler, Ashley | District Member |
| Sherman, Khea | Business Rep |
| Canavati, Sam | Business Rep |
| Boughton, Elaine | Community Member |
| Griffith, Christina | Parent |
| Canavati, Missy | Parent |

Resources

| Resource | Source |
|-----------------------------|---------|
| 211-Title 1 | Federal |
| 255-Title II | Federal |
| ESL 6300 | Federal |
| ESSER3 6100 | Federal |
| ESSER3 6200 | Federal |
| ESSER3 6300 | Federal |
| ESSER3 6400 | Federal |
| Title IV Safe and Drug Free | Federal |
| 199-Local Funds | Local |
| 950-Principal Discretion | Other |
| 161-State Compensatory | State |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------|--|--|
| 1. Main Strategies: Regular Guidance Lessons, Positivity Project Daily, Military Counselor, Social Worker, PBIS , Daily Unstructured Recess for Development and Practice of Social Skills for 25 minutes (Title I TA: 1) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,3.3,3.4) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2021-2022 | (F)Title IV Safe and Drug Free - \$2,000 | <p>Criteria: Criteria: Review of Services: Anchored4Life and Positivity Project Counseling Logs Discipline Reports Attendance Data Bullying Reports Professional Development Logs Guidance Activities/Lessons</p> <p>Student Surveys & Responses Positivity Project Calendar and Lessons Counseling Lesson Plans and Calendar List of Students Served by Military Counselor and Social Worker</p> <p>05/26/22 - Completed 02/15/22 - On Track</p> |

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 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 |
|---|--|-----------|--|---|
| 1. ELAR & Writing: Scope and Sequence, Really Great Reading Phonics Program, Reading Academy, Reading Lab, Reading Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, Literacy Nights, Guest Readers, Library Program and Reading Incentives, Balanced Literacy, HMH Curriculum, Reading A to Z (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s) | 2021-2022 | (F)ESSER3 6100 - \$100,000, (F)ESSER3 6200 - \$15,000, (F)ESSER3 6300 - \$10,000, (F)ESSER3 6400 - \$60,000, (S)161-State Compensatory - \$5,000 | Criteria: Writing Rubric mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment The percent of Second grade students that score on grade level or above in Reading on Mclass will increase from 59% to 74% by June 2024. 05/26/22 - Completed 02/15/22 - On Track |
| 2. Math: WIN (What I Need) Intervention and Enrichment, Teacher Tutorials, Math and Science Nights, Prodigy, Envision (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,2,4,5) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2021-2022 | (L)199-Local Funds - \$20,000 | Criteria: Unit Quizzes 6 Weeks Assessments EOY Math Assessment The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2024. 05/26/22 - Completed 02/15/22 - On Track |
| 3. Science & Health: Science Lab Elective Class, Math and Science Night, Guest Speakers, Field Trips, Daily PE for 30 minutes, Hands on Activities, Brain Pop (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,5,5.1,5.2) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2021-2022 | (L)199-Local Funds - \$25,000 | Criteria: Master Schedule Calendar of Events Projects Lesson Plans Support District Long Term Goal of increasing all grades Science at Meets Grade Level or Above from 2019- 63% to 68% by 2025 (S=54%; ESC2=46%) |

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 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 |
|---|---|-----------|-----------|---|
| | | | | 05/26/22 - Completed 02/15/22 - On Track |
| 4. Social Studies: Texas Public Schools Week, Guest Speakers, Veteran's Day Assembly, Music Program, Brain Pop (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,5,5.1) | Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2021-2022 | | Criteria: Master Schedule Calendar of Events Projects Lesson Plans Support District Long Term Goal of increasing all grades Social Studies at Meets Grade Level or Above from 2019- 64% to 69% by 2025 (S=55%; ESC2=48%) 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

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

Objective 3. (Objective 3) 1.3 Annually increase CCMR results

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------|-------------------------------------|---|
| 1. Career Readiness: Guest Speakers, Career Days (Target Group: All) | Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2021-2022 | (O)950-Principal Discretion - \$200 | <p>Criteria: Agenda School Expectations Event Calendar</p> <p>Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024.</p> <p>05/26/22 - Completed 02/15/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

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

Objective 4. (Objective 4) 1.4 Annually increase Student Engagement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|-------------------------------------|--|
| 1. UIL Events: Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair Other Clubs: Technology Club, STEM Club, Math Club, Oceans Club, Bird/Nature Club, Jazzy Bees, Running Club (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2) | Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2021-2022 | (O)950-Principal Discretion - \$500 | Criteria: "Agenda School Expectations Event Calendar Placing at Events" Increase the number of students who are involved in clubs and competitions 05/26/22 - Completed 02/15/22 - Significant Progress |

FLOUR BLUFF ELEMENTARY

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

Objective 1. (Objective 1) 2.1 Faculty & Staff Engagement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-----------|-------------------------------------|---|
| 1. Well Being: Self Care Information Weekly, Monday Message to Staff, SMORE Newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program (Title I TA: 1) (Target Group: All) (ESF: 3) | Principal | 2021-2022 | (O)950-Principal Discretion - \$500 | Criteria: Decrease annual staff turnover rate. "Visitors on SMORE site Participation in events and programs " 05/26/22 - Completed 02/15/22 - Significant Progress |

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 2.2 Faculty & Staff Satisfaction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------|-----------|---|
| 1. Staff Input: SBDM teacher membership, Grade Level and Content PLCs to give input (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,2,2.1,3,5) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | 2021-2022 | | <p>Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from .01 % to 20 % by 2025.</p> <p>05/26/22 - Completed 02/15/22 - On Track</p> |

FLOUR BLUFF ELEMENTARY

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

Objective 3. (Objective 3) 2.3 Professional Development Plans are Developed and Required for all Categories of Employees

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------|-----------|---|
| 1. Main Strategy: Coordinate with Curriculum Supervisors, Director and Executive Director for needed Professional Development based on teacher input through Survey, Needs Assessment, and SBDM. (Title I TA: 4) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,3,5) | Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s) | 2021-2022 | | <p>Criteria: Professional Development Calendar and Attendance</p> <p>"Support District Long Term Goal of Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from - .01 % to 20 % by 2025.</p> <p>"</p> <p>05/26/22 - Completed 02/15/22 - On Track</p> |

FLOUR BLUFF ELEMENTARY

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

Objective 4. (Objective 4) 2.4 Annual Plan for Campus and Departmental Personnel on Procurement and other Business Processes

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-----------|--------------------|---|
| 1. Main Strategies: Department Meetings, Weekly Information on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds (Target Group: All) | Leadership Team | 2021-2022 | (L)199-Local Funds | Criteria: Calendar and Attendance Support District Long Term Goal of No findings on Annual Financial Report 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 1. (Objective 1) 3.1 Non-Parent Community Satisfaction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-----------|-----------|---|
| 1. Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees (Target Group: All) | Principal | 2021-2022 | | <p>Criteria: Social Media Feed & Community Participation in Events</p> <p>"Support District Long Term Goal of Increasing the number of non-parent community survey responses from % to % by 2025. (Need baseline Data)</p> <p>Increase the average satisfaction rate of survey respondents from % to % by 2025. (Need baseline data)</p> <p>"</p> <p>05/26/22 - Completed 02/15/22 - On Track</p> |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 2. (Objective 2) 3.2 Non-Parent Community Engagement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-----------|--------------------|---|
| 1. Main Strategies: Volunteers, Donations (Target Group: All) | Principal | 2021-2022 | (L)199-Local Funds | Criteria: Visitor Login, Donations Made Support District Long Term Goal of Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025. 05/26/22 - Completed 02/15/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 3. (Objective 3) 3.3 Parent Satisfaction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|--------------------------|--|
| 1. Main Strategies: Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary (Target Group: All) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | 2021-2022 | (F)211-Title 1 - \$1,000 | <p>Criteria: Parent Feedback Survey, Likes on SMORE Newsletter "Support District Long Term Goal of Increase the number of parent community survey responses from 10% to 30% by 2025.</p> <p>Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question "I am satisfied with the quality of education at my child's campus.")"</p> <p>05/26/22 - Completed 02/15/22 - On Track</p> |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 4. (Objective 4) 3.4 Parent Engagement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|---------------------------------------|---|
| 1. Main Strategies: Volunteers on Campus, Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary (Target Group: All) | Assistant Principal(s), Principal, Teacher(s) | 2021-2022 | (O)950-Principal Discretion - \$1,000 | Criteria: Sign in Forms for events, Visits to SMORE Newsletter Support District Long Term Goal to increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025. 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 1. (Objective 1) 4.1 Coherent Budget Development, Adoption and Management Processes

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------|-----------|--|
| 1. Strategy: Campus SBDM Reviews and support Campus Plan for Budget Development, Adoption and Management Processes (Target Group: All) | Assistant Principal(s), Counselor(s), ELA Curriculum Supervisor | 2021-2022 | | Criteria: Budget Committee Meetings (At least 3 meetings during budget cycle) Budget Workshop (At least 3 meetings before board adoption of budget) Community Advisory Meetings 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 2. (Objective 2) 4.2 Coherent Debt Management Process(es)

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------|-----------|--|
| 1. Strategy: Support District Plan for Debt Management Process(es) (Target Group: All) | Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2021-2022 | | Criteria: Present debt management plan to budget committee, school board, and staff (Budget Committee Meetings, Board Meetings) 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 3. (Objective 3) 4.3 Operational Effectiveness and Efficiency

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|-----------|---|
| 1. Strategy: Support District Plan for Operational Effectiveness and Efficiency (Target Group: All) | Assistant Principal(s), Curriculum Supervisor(s), Principal | 2021-2022 | | Criteria: Meeting with campus lead teachers and administration (Discuss indicators result with appropriate district personnel) 05/26/22 - Completed 02/15/22 - On Track |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 4. (Objective 4) 4.4 Communication of Critical Success Factors of Financial Stewardship

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-----------|--------------------|---|
| 1. Strategy: Support District Plan for Communication of Critical Success and Factors of Financial Stewardship (Target Group: All) | Principal | 2021-2022 | (L)199-Local Funds | Criteria: Budget Workshop Public Meetings 05/26/22 - Completed 02/15/22 - On Track |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Elementary has a diverse population of students including a variety of backgrounds and cultures. We have students from most ethnic populations, as well as, military families and transfer students. Our enrollment has decreased significantly in the past two years.

Demographics Weaknesses

Our main weakness is our low enrollment and attendance.

Demographics Needs

We would like to increase our enrollment through transfer students and students that are in district students but may be choosing home, charter, or private options for their educational needs.

Demographics Summary

Our current daily attendance rate 94% (3rd-93.8 % 4th -94.4%)

We currently have Military Connect is 22.

We currently have 737 students enrolled. There are 381 students in the 3rd grade and 356 students in the 4th grade.

We currently have 129 transfer students from outside our immediate community.

We have 18 third grade classrooms and 19 fourth grade classrooms.

We have 1 self-contained special education classrooms for students with significant disabilities.

We have a total of 84 staff members including teachers, paraprofessionals, and support staff.

We are a Title One campus. We have 51% of our students that are on free or reduced lunch.

We have students from most ethnic groups represented at the Elementary, with the highest representation from Hispanic and white populations.

This is our current student ethnic distribution:

Hispanic 367 49.7%

White 302 40.9%

African American 12 01.6%

American Indian 1 .001%

Comprehensive Needs Assessment

Demographics Summary (Continued)

Asian 9 .01%
Pacific Islander 1 .001%
Two or More Races 45 .06%

Student Achievement

Student Achievement Strengths

3rd and 4th grade students scored above the state and region on the STAAR Assessments.

Student Achievement Weaknesses

We dropped in all areas from 2019 on the STAAR.

Student Achievement Needs

All areas need improvement, but math needs the most improvement. Below are the TEKS and the percentage of students that got those standards correct on the STAAR. These are the areas that need more targeted instruction.

3rd Reading TEKS

3.7(C) Readiness 63%
3.6(F) Readiness 55%
3.9(B) Supporting 35%
3.10(A) Readiness 60%
3.10(D) Supporting 58%

3rd Math TEKS

3.3(F) Readiness 40%
3.3(H) Readiness 51%
3.4(K) Readiness: 54%
3.5(A) Readiness 52%
3.5(B) Readiness 60%

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

3.5(E) Readiness 58%
3.6(C) Readiness 62%
3.7B Readiness 44%
3.7(C) Supporting 54%

4th Reading TEKS

4.7(C) Readiness 63%
4.7(D) Readiness 50%
4.6(E) Readiness 61%
4.9(C) Supporting 56%
4.10(D) Supporting 53%

4th Math TEKS

4.2(B) Readiness 60%
4.2(G) Readiness 59%
4.3(E) Readiness 60%
4.4(A) Readiness 64%
4.4(H) Readiness 42%
4.5(A) Readiness 53%
4.5(D) Readiness 52%
4.7(C) Readiness 50%
4.8(C) Readiness 47%
4.10(B) Supporting 39%
4.2(E) Supporting 56%
4.6(C) Supporting 39%
4.7(D) Supporting 43%
4.8(A) Supporting 67%
4.9(B) Supporting 62%

Student Achievement Summary

Subject (Grade)Approaches Meets Masters

State Region District State Region District State Region District

Reading (3) 67% 66% 77% 39% 36% 39% 19% 16% 19%

Math (3) 62% 61% 75% 31% 28% 39% 14% 11% 19%

Reading (4) 63% 63% 71% 36% 34% 45% 17% 15% 20%

Writing (4) 53% 53% 60% 27% 24% 30% 8% 6% 8%

Math (4) 59% 58% 67% 36% 32% 42% 21% 18% 24%

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The Elementary is coupled with the Primary campus this year. This has allowed some across campus team building and collaboration through staff meetings, formal and informal, as well as sharing a common theme to guide our school year "Anchored in a Sea of Learning" and weekly focus on Self-Care for staff. We celebrate together in events such as our Veterans Day Assembly and shared Book Fair. We also do common activities with students such as Red Ribbon Week activities and our Positivity Project Weekly Focus.

School Culture and Climate Weaknesses

Teachers are feeling fatigued with the number of students that are in need of academic remediation and also social emotional growth.

School Culture and Climate Needs

Teachers need time to prepare and plan for students instruction as well as time to implement intervention.

School Culture and Climate Summary

Overall, the staff are working hard to make the school and learning environment inviting and welcoming for our students. Students seem to respond well to the staff, instruction, and overall happiness at school is evident. We still have a lot of work to do to prepare our students while still guarding their youth and well being. It's a difficult balance especially with the pressure of feeling behind. Understanding, collaboration, and open dialogue have been the most effective strategies for dealing with the areas of need and weakness.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All staff at the Elementary campus are highly qualified for the area their position.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

We have teachers that are needing support and we have been struggling to provide that as much as we would like to.

Staff Quality, Recruitment and Retention Needs

We need to create opportunities for new staff, especially new to the teaching profession, to grow professionally. We also need to get a stronger alignment between campuses and grade levels.

Staff Quality, Recruitment and Retention Summary

We are fully staffed at the Primary with the exception of a full time assistant principal. We currently have a part time assistant principal in that role and will take a name to the board in December to fill the full time spot.

Family and Community Involvement

Family and Community Involvement Strengths

Parents have many avenues through which to communicate and to be a part of the activities that best support their children. They receive a weekly newsletter from the principal and some kind of regular communication from their child's teacher/s. We establish committees, send surveys, and invite parents in as we are able. We have an established PTO Board at the Elementary campus and several dedicated parent volunteers.

Family and Community Involvement Weaknesses

With Covid, there has been limitation for parents to come in to the school setting. This is now becoming more open so we are experiencing more guests, such as a well attended Veterans Day Assembly by parents.

Family and Community Involvement Needs

Comprehensive Needs Assessment

We need to establish a systematic way to get parents more involved, possibly with the establishment of Parent committees through the PTO.

Family and Community Involvement Summary

The Flour Bluff Elementary team works diligently with our parents and community. We understand and value the importance of working together in the best interest of our students.

School Context and Organization

School Context and Organization Strengths

Students have a full day of social, emotional, and academic growth and learning, including a 20 (moving to 25 minute) unstructured recess, a 30 minute structured PE, and a 30 minute elective period (which includes library instruction, classroom guidance, science lab, and music). We have two interventionists in the area of reading and math to help with our students that need additional reading instruction. We also have a dyslexia teacher that works with our students with dyslexia.

School Context and Organization Weaknesses

We would like to have smaller class sizes.

School Context and Organization Needs

We need additional support for classrooms that have high numbers of students that are behind. The two interventionists are full and we have several students that still need additional assistance.

School Context and Organization Summary

We have a full day of learning and growing at the Elementary campus. While this is the case, there still never seems to be enough time in the day to get to everything. Teachers

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

are struggling to catch up our students that failed on STAAR or those that are just struggling with basic reading and math skills.

Technology

Technology Strengths

All classrooms have some sort of technology to help students with instructional engagement and to aid the teacher in instruction.

Technology Weaknesses

A large portion of our classroom technology is aging and costly to repair or replace.

Technology Needs

We are quickly needing to replace most of our classroom Smartboards with new technology for instruction and learning opportunities for students.
We are also in need of new copy machines for teachers

Technology Summary

Elementary Campus
80 Desktop Computers
74 Laptop Computers
7 Printers
2 Audio Systems
55 LCD Projectors
45 Document Cameras
50 SMART Boards
93 iPads
1 Fax Machine

Comprehensive Needs Assessment

Technology Summary (Continued)

3 Scanners
638 Chromebooks
7 Interactive Displays

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

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

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

Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2024.

2018 & 2019 Data from Texas Academic Performance Report (TAPR). 2021 Data is from the 2020-21 from TEA STAAR Performance Data Report.

Yearly Target Goals

| | 2018 (46) | 2019 (46) | 2020 (46) | 2021 (46) | 2022 (54) | 2023 (54) | 2024 (54) |
|--|-----------|-----------|-----------|-------------------------|-----------|-----------|-----------|
| Campus Score (difference between score and target) | 45% (-1) | 52% (+6) | 53% | 38% (-8) | 54% | 55% | 56% |
| Closing the Gaps Performance TARGET GOALS | 46% | 46% | 46% | 46% (Campus Target 53%) | 46% | 54% | 54% |

Closing the Gaps Student Groups Yearly Targets

| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|--|-----------|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|
| Closing the Gaps Performance Targets | 2018-2022 | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 23% | 36% | 44% | 40% | 47% | 45% |
| Campus Baseline Data | 2018 | NA | 45% | 49% | NA | NA | NA | 34% | 38% | 36% | NA | 23% | NA | NA |
| | 2019 | NA | 44% | 59% | NA | NA | NA | 68% | 29% | 43% | NA | 41% | NA | NA |
| Actual Goal (Campus Target Goals) | 2020 | NA | 45% | 60% | NA | NA | NA | 68% | 40% | 45% | NA | 45% | NA | NA |
| | 2021 | NA | 33% (45%) | 46% (60%) | NA | NA | NA | 43% (68%) | 22% (40%) | 28% (45%) | NA | 31% (45%) | NA | NA |
| | 2022 | NA | 45% | 60% | NA | NA | NA | 70% | 40% | 45% | NA | 45% | NA | NA |
| Closing the Gaps Performance Targets** | 2023-2027 | NA | 49% | 65% | NA | NA | NA | 61% | 34% | 45% | NA | 49% | NA | NA |
| Campus Target Goals | 2023 | NA | 45% | 60% | NA | NA | NA | 70% | 40% | 45% | NA | 45% | NA | NA |
| | 2024 | NA | 50% | 65% | NA | NA | NA | 70% | 45% | 50% | NA | 50% | NA | NA |

* See Chapter 4 of the 2019 Accountability Manual

https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual

** See Appendix A of Texas' ESSA Plan

https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act

Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 52% by June 2024.

2018 & 2019 Data from Texas Academic Performance Report (TAPR). 2021 Data is from the 2020-21 from TEA STAAR Performance Data Report.

Yearly Target Goals & Scores

| | 2018 (44) | 2019 (44) | 2020 (44) | 2021 (44) | 2022 (44) | 2023 (52) | 2024 (52) |
|--|-----------|-----------|----------------------|-----------|-----------|-----------|-----------|
| Campus Score (difference between score and target) | 43% (-1) | 43% (-1) | 44% | 39% (-5) | 44% | 52% | 52% |
| Closing the Gaps Performance TARGET | 44% | 44% | 44% | 44% | 44% | 52% | 52% |

Closing the Gaps Student Groups Yearly Targets

| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|--|-----------|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|
| Closing the Gaps Performance Targets | 2018-2022 | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 19% | 33% | 36% | 29% | 46% | 42% |
| Campus Baseline Data | 2018 | NA | 38% | 51% | NA | NA | NA | 38% | 38% | 36% | NA | 10% | NA | NA |
| | 2019 | NA | 35% | 49% | NA | NA | NA | 53% | 23% | 35% | NA | 45% | NA | NA |
| Actual Goal (Campus Target Goals) | 2020 | NA | 40% | 50% | NA | NA | NA | 54% | 35% | 40% | NA | 45% | NA | NA |
| | 2021 | NA | 33% (40%) | 45% (50%) | NA | NA | NA | 50% (54%) | 26% (35%) | 27% (40%) | NA | 31% (45%) | NA | NA |
| | 2022 | NA | 50% | 50% | NA | NA | NA | 56% | 39% | 45% | NA | 47% | NA | NA |
| Closing the Gaps Performance Targets** | 2023-2027 | NA | 46% | 66% | NA | NA | NA | 62% | 31% | 43% | NA | 39% | NA | NA |
| Campus Target Goals | 2023 | NA | 55% | 55% | NA | NA | NA | 58% | 43% | 47% | NA | 47% | NA | NA |
| | 2024 | NA | 60% | 60% | NA | NA | NA | 60% | 45% | 50% | NA | 50% | NA | NA |

* See Chapter 4 of the 2019 Accountability Manual

https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual

** See Appendix A of Texas' ESSA Plan

https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act

| Flour Bluff Elementary Cascading Balanced Scorecard 2021-2025 | | | | |
|---|---|--|---|---|
| In Flour Bluff ISD We Believe... <ul style="list-style-type: none">•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 | | | | |
| Mission <p>The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.</p> | | | | |
| Vision <p>Our Vision is to make Flour Bluff ISD the premier district in Texas.</p> | | | | |
| Flour Bluff -- North Padre Island -- NAS/CCAD | | | | |
| Goals | Performance Objectives | Key Strategic Actions (Inputs) | Progress Measures (Outputs) | Long Term Desired Outcomes: |
| Goal 1: Students: Well-being and academic Success. | 1.1 SEL Well-being | Main Strategies: Regular Guidance Lessons, Positivity Project Daily, Military Counselor, Social Worker, PBIS , Daily Unstructured Recess for Development and Practice of Social Skills for 25 minutes | Student Surveys & Responses Positivity Project Calendar and Lessons Counseling Lesson Plans and Calendar List of Students Served by Military Counselor and Social Worker | Less Referrals to Special Education for Emotional Disturbance, Less Outcrys for Suicidal/Self Harm, Less Referrals Anger Issues |
| | 1.2 Academic Achievement in the four core academic areas | ELAR & Writing: Scope and Sequence, Really Great Reading Phonics Program, Reading Academy, Reading Lab, Reading Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, Literacy Nights, Guest Readers, Library Program and Reading Incentives, Balanced Literacy, Laucy Caulkins, HMH Curriculum, Reading A to Z | Writing Rubric Quizzes MTSS Intervention Plans Fountas & Pinnel Reading Assessment Interim Assessment | The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 52% by June 2024. █ |
| | | Math: WIN (What I Need) Intervention and Enrichment, Teacher Tutorials, Math and Science Nights, Prodigy, Envision | Unit Quizzes 6 Weeks Assessments EOY Math Assessment Interim Assessment | The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2024. |
| | | Science & Health: Science Lab Elective Class, Math and Science Night, Guest Speakers, Field Trips (Nueces Delta, Ag Awareness, Seashore, Goliad), Daily PE for 30 minutes, Hands on Activities, Brain Pop | Master Schedule Calendar of Events Projects Lesson Plans | Support District Long Term Goal of increasing all grades Science at Meets Grade Level or Above from 2019- 63% to 68% by 2025 (S=54%; ESC2=46%) |
| | | Social Studies: Texas Public Schools Week, Guest Speakers, Veterans Day Assembly, Music Program, Brain Pop | Master Schedule Calendar of Events Projects Lesson Plans | Support District Long Term Goal of increasing all grades Social Studies at Meets Grade Level or Above from 2019- 64% to 69% by 2025 (S=55%; ESC2=48%) |
| | | 1.3CCMR | College Readiness: Guest Speakers, College Days | Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024 █ |
| | | | Career Readiness: Guest Speakers, Career Days | Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024 █ |
| | | | Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly | Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024 █ |
| | 1.4 Student Engagement | UIL Events: Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair Other Clubs: Technology Club, STEM Club, Math Club, Oceans Club, Bird/Nature Club, Jazzy Bees, Running | Agenda School Expectations Event Calendar Placing at Events | Increase the number of students who are involved in clubs and competitions |
| | | Co-Curricular: Classroom Gardens & Outdoor Classrooms | Lesson Plans Garden Sign Up | Increase number of students that utilize the outdoor classrooms. |
| Goal 2: Faculty & Staff: Well-being, Professional Development and Growth. | 2.1 Faculty & Staff Engagement | Well Being: Self Care Information Weekly, Monday Message to Staff, SMORE Newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program | Visitors on SMORE site Participation in events and programs | Decrease annual staff turnover rate. |
| | 2.2 Faculty & Staff Satisfaction | Staff input: SBDM teacher membership, Grade Level and Content PLCs to give input | SBDM Calendar/Agenda PLC Calendar/Agenda | Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from -.01 % to 20 % by 2025. |
| | 2.3 Professional Development Plans are Developed and Required for all Categories of Employees | Main Strategy: Coordinate with Curriculum Supervisors, Director and Executive Director for needed Professional Development based on teacher input through Survey, Needs Assessment, and SBDM. | Professional Development Calendar and Attendance | Support District Long Term Goal of Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from -.01 % to 20 % by 2025. |
| | 2.4 Annual Plan for Campus and Departmental Personnel on Procurement and other Business Processes | Main Strategies: Department Meetings, Weekly Information on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds. | Calendar and Attendance | Support District Long Term Goal of No findings on Annual Financial Report |
| Goal 3: Community Satisfaction and Engagement | 3.1 Non-Parent Community Satisfaction | Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees | Social Media Feed & Community Participation in Events | Support District Long Term Goal of Increasing the number of non-parent community survey responses from % to % by 2025. (Need baseline Data) Increase the average satisfaction rate of survey respondents from % to % by 2025. (Need baseline data) |
| | 3.2 Non-Parent Community Engagement | Main Strategies: Volunteers, Donations | Visitor Login, Donations Made | Support District Long Term Goal of Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025. |
| | 3.3 Parent Satisfaction | Main Strategies: Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary | Parent Feedback Survey, Likes on SMORE Newsletter | Support District Long Term Goal of Increase the number of parent community survey responses from 10% to 30% by 2025. Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question “I am satisfied with the quality of education at my child’s campus.”) |
| | 3.4 Parent Engagement | Main Strategies: Volunteers on Campus, Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary | Sign in Forms for events, Visits to SMORE Newsletter | Support District Long Term Goal to increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025. |

| | | | | |
|-------------------------------|--|--|---|--|
| Goal 4: Financial Stewardship | 4.1 Coherent Budget Development, Adoption and Management Processes | Strategy: Campus SBDM Reviews and support Campus Plan for Budge Development, Adoption and Management Processes | Budget Committee Meetings (At least 3 meetings during budget cycle) Budget Workshop (At least 3 meetings before board adoption of budget) Community Advisory Meetings | Support District Long Term Goal: Acceptable Level of Tolerance Measurement Completed Comparison of Final Adopted Budget to Actual Budget Revenue Projection Consistent with Adopted Calendar Expenditure Projection Consistent with Adopted Calendar |
| | 4.2 Coherent Debt Management Process(es) | Strategy: Support District Plan for Debt Management Process(es) | Present debt management plan to budget committee, school board, and staff (Budget Committee Meetings, Board Meetings) | Support District Long Term Goal: Maintain a management system to track the primary factors used in rating municipal bonds: Economy – local, regional, and national Financial Performance Institutional Framework Leverage-Debt/EBITDA ratio |
| | 4.3 Operational Effectiveness and Efficiency | Strategy: Support District Plan for Operational Effectiveness and Efficiency | Meeting with campusl lead teachers and administration (Discuss indicators result with appropriate district personnel) | Support District Long Term Goal: Life Cycles for Total Procurement Process Number of preventable accidents by vehicle category Risk Management and Prevention |
| | 4.4 Communication of Critical Success Factors of Financial Stewardship | Strategy: Support District Plan for Communication of Critical Succsss and Factors of Financial Stewardship | Budget Workshop Public Meetings | Support District Long Term Goal: No findings on Annual Financial Report FIRST Rating Staff/Student Ratio |

SBDM MINUTES Beginning of Year Meeting

Thursday, October 21, 2021 at the Library or via Zoom Link

- [Introductions](#)
 - Took attendance for those in person and those online. Each introduced themselves and signed the sign in sheet.
- [Vision, Mission, Goals](#)
 - Dr. Youngberg reviewed the new district Vision, Mission, and Goals with the committee
- [Hornets Points of Pride](#)
 - Dr. Youngberg reviewed the FBISD Hornet Points of Pride.
- [SBDM Policy](#)
 - Dr. Youngberg reviewed the policy and duty of the committee.
- Items for Discussion
 - The following items were open for discussion and members would get further feedback from their respective departments.
 - [Grading/Promotion Policy](#) - while most wanted accountability with reading and math, there was discussion about removing these items as requirements for promotion.
 - [Dress Code](#) -most wanted it to just be consistent and enforced. Some notation on the difficulty for some students to be in dress code.
 - [Recess](#) - staff and parents in agreement for additional 5 minutes to be added to the Elementary recess schedule.
- Campus Improvement Plan/[Score Card](#)
 - Majority of the time was used working in groups for developing our current strengths, weaknesses, needs, and what our major strategies are for the goals and objectives in the Campus Improvement Plan.
- Next Meetings: November 30th (Tuesday), February 17th (Thursday), & May 18th (Wednesday)
- Any further discussion , please email any items for the November agenda by November 19th.
- Adjournment

Primary/Elementary SBDM AGENDA

Tuesday, November 30, 2021

Primary/Elementary Library

Zoom Meeting Link: <https://us06web.zoom.us/j/5155890100>

- Welcome Committee & [Committee Attendance](#)
- Review our FBISD [Vision, Mission, Goals](#)
- Dyslexia Presentation by Mrs. Nancy Quesada, Elementary Dyslexia Teacher
- Review [Hornets Points of Pride](#) & Give Feedback on Student Version
- Review CIP and Needs Assessment
 - [Campus Improvement Plan](#)-Primary ([Needs Assessment](#))
 - [Campus Improvement Plan](#)-Elementary ([Needs Assessment](#))
- [Score Card](#)
- Items for Review & [Upcoming Events](#)
 - [Grading/Promotion Policy](#), [Dress Code](#)
- Next Meetings
 - February 17th (Thursday)
 - May 18th (Wednesday)
- Any further discussion
- Adjournment
- Please email any items for the February agenda by January 31st
Departments will be giving a semester update at next meeting

Agenda & Minutes

February 16, 2022 @3:15

- **Introductions & Attendance**
- **Professional Development Feedback & Needs**
 - Math training was insightful allowing students to figure things out the way they understand. Difficulty with application at the inclusion level. Independence has been a struggle and the students need a lot of help at the moment. An awesome.
 - 4th grade teachers really enjoyed the training, but would have preferred it at the beginning of the year.
 - 4th grade loved the very beginning of six weeks for planning and also the time in the class to prep for the next six weeks. The week when we come back from summer break the time is so short we need more time in the room or more time before Meet the Teacher.
 - 2nd grade-helped us stay on track and be prepared
 - 3rd grade felt the planning days were very beneficial for the teachers, best geared
 - Parent feedback-it's been great to have those days
- **Budget and Facilities Update**
 - <https://youtu.be/SGvExW5mMcU>
 - It is 17 minutes long, from minute 7.27-24.38
- **Goal Update Review Campus Improvement Plan Progress**
- **Add science lab**
- **Add math and science**
- **Mrs. Martinez**
- **Student Council**

Primary

☐ All ☒ Formative ☐ Summative ☐ My Strategies Only

| Goal | Pending | No Progress | Some Progress | Significant Progress | On Track | Completed | Discontinued |
|-----------|---------|-------------|---------------|----------------------|----------|-----------|--------------|
| 1: Goal 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| 2: Goal 2 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| 3: Goal 3 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| 4: Goal 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |

Elementary

☐ All ☒ Formative ☐ Summative ☐ My Strategies Only

| Goal | Pending | No Progress | Some Progress | Significant Progress | On Track | Completed | Discontinued |
|-----------|---------|-------------|---------------|----------------------|----------|-----------|--------------|
| 1: Goal 1 | 0 | 0 | 1 | 1 | 5 | 0 | 0 |
| 2: Goal 2 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| 3: Goal 3 | 0 | 0 | 1 | 0 | 3 | 0 | 0 |
| 4: Goal 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 |