

# FLOUR BLUFF PRIMARY

## 2021-2022 Primary Campus Improvement Plan

### 2021/2022

*"Anchored in a Sea of Learning"*



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# FLOUR BLUFF PRIMARY

## **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 PRIMARY 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

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

# Primary SBDM Committee

Name	Position
Martinez, Yvonne	Teacher
Moore, Connie	Teacher
Burdett, Allyison	Teacher
Ames, Cynthia	Teacher
Knauss, Morgan	Teacher
Rodriguez, Deyra	Teacher
Sullivan, Maureen	Teacher
Rodiguez, Valarie	Primary Para
Blake, Jessica	Librarian
Galindo-Burnett, Elizabeth	Parent
Debler, Cody	Parent
Sherman, Khea	Business Representative
Canavati, Sam	Business Representative
Boughton, Elaine	Community Member
Debler, Ashley	District Member
Flores, Marisa	Teacher
Norman, Jennifer	Curriculum Supervisor
Hernandez, Alyssa	Paraprofessional

# Resources

Resource	Source
ESL 6400	Federal
ESSER3 6100	Federal
ESSER3 6200	Federal
ESSER3 6300	Federal
Title I 6200	Federal
Title I 6300	Federal
Title I 6400	Federal
Title II 6200	Federal
Title II 6300	Federal
Title III	Federal
Title IV 6200	Federal
Title IV 6400	Federal
Title IV Safe and Drug Free	Federal
Local	Local
Local Funds	State
State Comp. Ed.	State

# FLOUR BLUFF PRIMARY

**Goal 1.** (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 SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 3,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2021-2022	(F)Title IV Safe and Drug Free - \$1,000	<p>Criteria: Student Surveys &amp; Responses Positivity Project Calendar and Lessons Counseling Lesson Plans and Calendar List of Students Served by Military Counselor and Social Worker</p> <p>Less Referrals to Special Education for Emotional Disturbance, Less Outcrys for Suicidal/Self Harm, Less Referrals Anger Issues</p> <p>05/26/22 - Completed (S) 02/15/22 - On Track 11/17/21 - Pending</p>

# FLOUR BLUFF PRIMARY

**Goal 1.** (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, Lucy Caulkins, HMM Curriculum, Reading A to Z (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Content Area Teachers, Curriculum Supervisor(s), Principal	2021-2022	(F)ESSER3 6100 - \$200,000, (F)ESSER3 6200 - \$20,000, (F)ESSER3 6300 - \$10,000, (S)Local Funds - \$52,000	Criteria: Writing Rubric mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment  The percent of First grade students that score on grade level or above in Reading on mClass will increase from 56% to 71% by June 2024. 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

# FLOUR BLUFF PRIMARY

**Goal 1.** (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. College Readiness: Guest Speakers, College Days Career Readiness: Guest Speakers, Career Days Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2021-2022	(F)Title IV Safe and Drug Free - \$200	Criteria: Agenda School Expectations Event Calendar  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.  05/26/22 - Completed 02/15/22 - On Track



# FLOUR BLUFF PRIMARY

**Goal 1.** (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: Creative Writing, Story Telling; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)	2021-2022	(L)Local - \$500	<p>Criteria: Agenda School Expectations Event Calendar Placing at Events Lesson Plans Garden Sign Up</p> <p>Increase the number of students who are involved in Primary clubs and organizations.</p> <p>05/26/22 - Completed 02/15/22 - Significant Progress</p>

# FLOUR BLUFF PRIMARY

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

**Objective 1.** (Objective 1) 2.1 Annually increase 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 SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2021-2022	(L)Local - \$1,000	Criteria: Visitors on SMORE site (Newsletter) Participation in events and programs  Decrease annual staff turnover rate.  05/26/22 - Completed 02/15/22 - Significant Progress

# FLOUR BLUFF PRIMARY

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

**Objective 2.** (Objective 2) 2.2 Annually increase 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 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3)	Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2021-2022	(L)Local - \$100	<p>Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda</p> <p>Maintain 100% of 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 PRIMARY

**Goal 2.** (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 executed 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 SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2021-2022	(L)Local - \$10,000	<p>Criteria: Professional Development Calendar and Attendance</p> <p>Maintain 100% of 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 PRIMARY

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

**Objective 4.** (Objective 4) 2.4 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. Main Strategies: Department Meetings, Weekly Information on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2021-2022	(S)Local Funds - \$500	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 PRIMARY

**Goal 3.** (Goal 3) Goal 3: Community Satisfaction and Engagement

**Objective 1.** (Objective 1) 3.1 Annually increase 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 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.3,3.4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2021-2022	(L)Local - \$100	<p>Criteria: Social Media Feed &amp; 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>05/26/22 - Completed 02/15/22 - Some Progress</p>

# FLOUR BLUFF PRIMARY

**Goal 3.** (Goal 3) Goal 3: Community Satisfaction and Engagement

**Objective 2.** (Objective 2) 3.2 Annually increase Non- Parent Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategies: Volunteers, Donations (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.4)	Principal, Teacher(s)	2021-2022	(L)Local - \$500	Criteria: Visitor Login, Donations Made  Support District Long Term Goal of increasing 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 PRIMARY

**Goal 3.** (Goal 3) Goal 3: Community Satisfaction and Engagement

**Objective 3.** (Objective 3) 3.3 Annually increase 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 (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Curriculum Supervisor, Principal	2021-2022	(L)Local - \$5,000	<p>Criteria: Parent Feedback Survey, Likes on SMORE Newsletter</p> <p>"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 - Significant Progress</p>



# FLOUR BLUFF PRIMARY

**Goal 3.** (Goal 3) Goal 3: Community Satisfaction and Engagement

**Objective 4.** (Objective 4) 3.4 Annually increase 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 (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal	2021-2022	(L)Local - \$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 PRIMARY

**Goal 4.** (Goal 4) Goal 4: Financial Stewardship

**Objective 1.** (Objective 1) 4.1 Increase communication and clarity regarding the 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 (Title I SW Elements: 1.1,2.1) (Target Group: All)	Principal	2021-2022		Criteria: Budget Committee Meetings (At least 3 meetings during the 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 PRIMARY

**Goal 4.** (Goal 4) Goal 4: Financial Stewardship

**Objective 2.** (Objective 2) 4.2 Increase communication and clarity regarding the 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)	Chief Financial Officer	2021-2022		Criteria: Present debt management plan to the budget committee, school board, and staff (Budget Committee Meetings, Board Meetings)  05/26/22 - Completed 02/15/22 - On Track

# FLOUR BLUFF PRIMARY

**Goal 4.** (Goal 4) Goal 4: Financial Stewardship

**Objective 3.** (Objective 3) 4.3 Increase communication and clarity regarding 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)	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 PRIMARY

**Goal 4.** (Goal 4) Goal 4: Financial Stewardship

**Objective 4.** (Objective 4) 4.4 Increase communication and clarity 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		Criteria: Budget Workshop Public Meetings  05/26/22 - Completed 02/15/22 - On Track

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Flour Bluff Primary 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 low daily attendance.

### Demographics Needs

We want to increase our enrollment through transfer students and in district students but maybe choose home, charter, or private options for their educational needs.

### Demographics Summary

Our current attendance is 93% at the Primary

We currently have 41 Military Connected students.

We currently have 712 students enrolled. There are 365 students in the First grade and 347 students in the Second grade.

We currently have 125 transfer students from outside our immediate community.

We have 18 first grade classrooms and 18 second grade classrooms.

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

We have a total of 78 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 Primary, with the highest representation from Hispanic and white populations.

This is our current student ethnic distribution:

Hispanic 336 47%

White 313 44%

African American 18 2.5%

American Indian 1 1%

Asian 12 1.6%

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

Pacific Islander 1 1%  
Two or More Races 31 4.3%

## Student Achievement

### Student Achievement Strengths

3rd grade students scored above the state and region on the STAAR Assessments. We are already seeing progress with students on skills they were lacking at the beginning of the year.

### Student Achievement Weaknesses

We have more than the usual number of students behind grade level in academics and basic classroom skills such as sustained sitting. This has caused a challenge with the scope and sequence of instruction because it is taking longer to get through and reach all students on skills they need to move further.

### Student Achievement Needs

This year's need is for the students who are already behind to get the remediation they need and get instruction on their grade level academics as well.

This is being accomplished through "What I Need Time" (WIN Time) during the instructional day, Title Tutors, Intervention Teachers, and additional before or after school tutoring by classroom teachers.

### Student Achievement Summary

Math  
Based on the 2021 End of Year Math Assessment:  
1st grade had 57% on or above grade level.  
2nd grade had 76% on or above grade level.

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

Reading

## School Culture and Climate

### School Culture and Climate Strengths

The Primary is coupled with the Elementary 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 who need academic remediation and at 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 the intervention.

### School Culture and Climate Summary

Overall, the staff is 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



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

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

## Staff Quality, Recruitment and Retention Weaknesses

There is a higher than the usual number of new staff that need a lot of support.

## 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 except for a 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.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

Teachers wrote curriculum in grades PreK-4 together under the guidance of the curriculum supervisors and district curriculum and instruction director for PK-4. In addition, the documents created were housed in a shared Google Drive so all teachers could access them. Specifically, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments. The team will fine tune the instructional focus documents as the year progresses and updates are needed.

In addition, Curriculum Resources and Textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website. Specifically, Really Great Reading resources in Grades Kindergarten-3rd Grade strengthen the foundational phonemic skills early learners need to be successful readers and writers.

The Texas Reading Academies professional development for teachers, administrators, and district-level staff in Kindergarten through Grade 3 enhances teacher effectiveness and student achievement.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses

Teachers at the Primary campus are learning the new phonics curriculum and some previously taught lessons, that traditionally have been appropriate, are proving to be a challenge for many students this year.

## Curriculum, Instruction and Assessment Needs

Teachers need time to assess and evaluate their assessments, so they can best plan for their students.

## Curriculum, Instruction and Assessment Summary

Teachers have a well-written curriculum but are sometimes struggling with implementation. Many students are scoring below or well below grade level in math and reading, which is alarming and challenging for most teachers this year.

# Family and Community Involvement

## Family and Community Involvement Strengths

Parents have many avenues to communicate and be a part of the activities that best support their children. They receive a weekly newsletter from the principal and regular communication from their child's teacher/s. We establish committees, send surveys, and invite parents in as we are able.

## Family and Community Involvement Weaknesses

With Covid, parents could not come into the school setting. The campus 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

## Family and Community Involvement Needs (Continued)

The Primary campus needs to establish a PTO Board and committees where parents and communities can become more involved.

## Family and Community Involvement Summary

The Flour Bluff Primary 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 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 reading to help our students who 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

# Comprehensive Needs Assessment

We have a full day of learning and growing at the Primary campus. While this is the case, there still never seems to be enough time in the day to get to everything. Teachers are struggling to catch up our students with basic reading and math skills.

## Technology

### Technology Strengths

All classrooms have some sort of technology to help students with instructional engagement and 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 quickly need to replace most of our classroom Smartboards with new technology for instruction and learning opportunities for students.

We are also need of new printers for teachers.

### Technology Summary

Primary Campus current technology

43 Desktop Computers

39 Laptop Computers

8 Printers

12 Audio Systems

45 LCD Projectors

45 Document Cameras

38 SMART Boards

135 iPads

1 Fax Machine

# Comprehensive Needs Assessment

## Technology Summary (Continued)

1 Scanner  
22 Kindles  
410 Chromebooks includes PRI-ELEM Library  
7 Interactive Displays

# Comprehensive Needs Assessment Data Sources

Attendance data  
Budgets/entitlements and expenditures data  
Campus Performance Objectives Summative Review  
CIRCLE and mCLASS  
Closing the Gaps Domain  
Communications data  
Community Demographics  
Community Input  
Community surveys and/or other feedback  
Comprehensive, Targeted, Additional Support Ident.  
Current and/or prior year(s) campus/district plans  
Disaggregated STAAR Data  
Discipline Referrals  
District Goals  
District Policies  
Dyslexia Data  
Effective Schools Framework data  
Evaluation(s) of professional development  
Federal Program Guidelines  
Federal Report Card Data  
Grades that measure student performance on TEKS  
Highly Qualified Staff  
Local diagnostic reading assessment data  
Parent surveys and/or other feedback  
Planning and decision making committee data  
Professional learning communities (PLC) data  
Results Driven Accountability (RDA)  
Staff Development  
Staff surveys and/or other feedback  
State-developed online interim assessments  
Teacher/Student Ratio  
TELPAS results  
Texas Academic Performance Report (TAPR) data

## Early Childhood Literacy Progress Measure 1

The percent of **PreK** students that score on grade level or above in Reading on Circle by CLI Engage will increase from 60% to 75% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(60%)	65%	70%	75%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(50%)	(50%)	NA	NA	NA	NA	NA	(50%)	NA	(18%)	NA	NA
	2022	NA	53%	53%	NA	NA	NA	NA	NA	53%	NA	21%	NA	NA
	2023	NA	56%	56%	NA	NA	NA	NA	NA	56%	NA	24%	NA	NA
	2024	NA	59%	59%	NA	NA	NA	NA	NA	59%	NA	27%	NA	NA

## Early Childhood Literacy Progress Measure 2

The percent of **Kindergarten** students that score on grade level or above in Reading on the TX-KEA by CLI Engage will increase from 73% to 82% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(73%)	76%	79%	82%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(63%)	(68%)	NA	NA	NA	(88%)	(60%)	(57%)	NA	(64%)	NA	NA
	2022	NA	68%	73%	NA	NA	NA	89%	61%	60%	NA	66%	NA	NA
	2023	NA	73%	78%	NA	NA	NA	90%	62%	63%	NA	68%	NA	NA
	2024	NA	78%	83%	NA	NA	NA	91%	63%	66%	NA	70%	NA	NA



## Early Childhood Literacy Progress Measure 3

The percent of **First** grade students that score on grade level or above in Reading on Mclass will increase from 56% to 71% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(56%)	61%	66%	71%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	(60%)	(50%)	(56%)	NA	NA	NA	NA	(25%)	(50%)	NA	(50%)	NA	NA
	2022	62%	55%	61%	62%	80%	NA	NA	27%	55%	NA	52%	NA	NA
	2023	64%	60%	66%	65%	81%	NA	NA	29%	60%	NA	54%	NA	NA
	2024	66%	65%	71%	67%	82%	NA	NA	31%	65%	NA	56%	NA	NA

## Early Childhood Literacy Progress Measure 4

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.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(59%)	64%	69%	74%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	(50%)	(60%)	(60%)	45%	71%	NA	(NA)	(26%)	(50%)	NA	(53%)	NA	NA
	2022	52%	65%	65%	47%	73%	NA	NA	28%	55%	NA	55%	NA	NA
	2023	54%	70%	70%	49%	75%	NA	NA	30%	60%	NA	57%	NA	NA
	2024	56%	75%	75%	51%	77%	NA	NA	32%	65%	NA	59%	NA	NA

## EC Literacy Targeted Professional Development Plan

### Action Steps:

- K-4 ELA Curriculum Supervisor
- Establish a K-4 ELA Vertical Alignment
- Data and Analysis meetings
- All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.
- ELA Curriculum Supervisor receive training as a Reading Academy Cohort leader to implement TEA Reading Academies.
- Campus Principals and District Administrators are receiving training as a Reading Academy Administrator to implement TEA Reading Academies.

**Additional Action Step for 2021-2022 School Year:** Kindergarten will Progress Monitor with mClass Assessment like First and Second grades.

## Early Childhood Math Progress Measure 1

The percent of **PreK** students that score on grade level or above in math on Circle by CLI Engage will increase from 73% to 88% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(73%)	78%	83%	88%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(70%)	(82%)	NA	NA	NA	NA	NA	(75%)	NA	(64%)	NA	NA
	2022	NA	75%	84%	NA	NA	NA	NA	NA	78%	NA	66%	NA	NA
	2023	NA	80%	86%	NA	NA	NA	NA	NA	81%	NA	68%	NA	NA
	2024	NA	85%	88%	NA	NA	NA	NA	NA	84%	NA	70%	NA	NA

## Early Childhood Math Progress Measure 2

The percent of **Kindergarten** students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 69% to 84% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(69%)	74%	79%	84%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(50%)	(56%)	NA	NA	NA	(64%)	(25%)	(50%)	NA	(43%)	NA	NA
	2022	NA	55%	61%	NA	NA	NA	69%	28%	55%	NA	48%	NA	NA
	2023	NA	60%	66%	NA	NA	NA	74%	31%	60%	NA	53%	NA	NA
	2024	NA	65%	71%	NA	NA	NA	79%	34%	65%	NA	58%	NA	NA

## Early Childhood Math Progress Measure 3

The percent of **First** grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 80% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(50%)	60%	70%	80%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(52%)	(50%)	NA	NA	NA	(65%)	(39%)	(46%)	NA	(50%)	NA	NA
	2022	NA	57%	55%	NA	NA	NA	68%	41%	51%	NA	53%	NA	NA
	2023	NA	63%	60%	NA	NA	NA	71%	43%	56%	NA	56%	NA	NA
	2024	NA	68%	65%	NA	NA	NA	74%	45%	61%	NA	59%	NA	NA

## Early Childhood Math Progress Measure 4

The percent of **Second** grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 65% by June 2024.

### Yearly Target Goals

	2018	2019	2020	2021	2022	2023	2024
<b>Actual Score</b> (Campus Target Goal)	NA	NA	NA	(50%)	55%	60%	65%

### Closing the Gaps Student Groups Yearly Target Goals

		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
Campus Baseline Data	2018	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2019	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Actual Score</b> (Campus Target Goals)	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2021	NA	(51%)	(52%)	NA	NA	NA	(42%)	(22%)	(42%)	NA	(40%)	NA	NA
	2022	NA	56%	57%	NA	NA	NA	45%	25%	47%	NA	42%	NA	NA
	2023	NA	61%	62%	NA	NA	NA	48%	27%	52%	NA	44%	NA	NA
	2024	NA	66%	67%	NA	NA	NA	51%	29%	57%	NA	46%	NA	NA

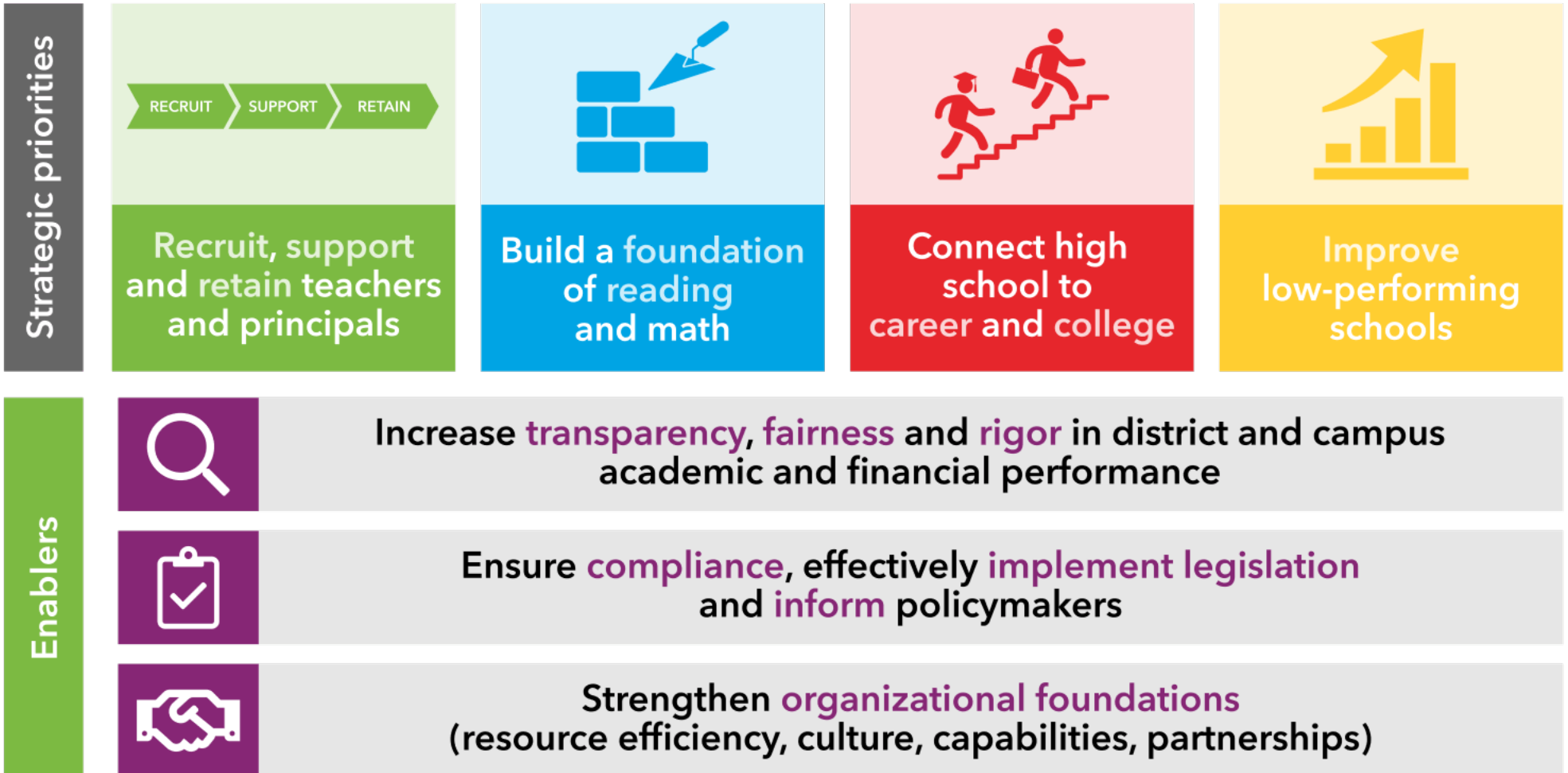
## EC Math Targeted Professional Development Plan

### Action Steps:

- K-4 Math Curriculum Supervisor
- Establish a K-4 Math Vertical Alignment
- Data and Analysis meetings
- Guided Math professional development



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



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

## **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

## **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

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

Flour Bluff Primary Cascading Balanced Scorecard 2021-2025				
<b>In Flour Bluff ISD We Believe...</b> <ul style="list-style-type: none"><li>•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.</li><li>•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.</li><li>•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.</li><li>•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.</li><li>•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.</li><li>•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.</li></ul>				
<b>Mission</b> <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>				
<b>Vision</b> <p>Our Vision is to make Flour Bluff ISD the premier district in Texas.</p>				
<b>Flour Bluff -- North Padre Island -- NAS/CCAD</b>				
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 mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment	The percent of First grade students that score on grade level or above in Reading on Mclass will increase from 56% to 71% by June 2024. 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.
		Math: WIN (What I Need) Intervention and Enrichment, Teacher Tutorials, Math and Science Nights, Prodigy, Envision	Unit Quizzes 9 Weeks Assessments EOY Math Assessment	The percent of First grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 80% by June 2024. The percent of Second grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 65% by June 2024.
		Science & Health: Science Lab Elective Class, Math and Science Night, Guest Speakers, Field Trips (Pumpkin Patch, Boat Trip), 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, Veteran"s 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	Agenda School Expectations Event Calendar	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	Agenda School Expectations Event Calendar	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	Agenda School Expectations Event Calendar	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: Creative Writing, Story Telling; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair	Agenda School Expectations Event Calendar Placing at Events	Increase the number of students who are involved in Primary clubs and organizations.
		Co-Curricular: Classroom Gardens & Outdoor Classrooms	Lesson Plans Garden Sign Up	Increase number of students that utilize the outdoor classroom areas.
Goal 2: Faculty & Staff: Well-being, Professional	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 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.

Professional Development and Growth.	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	Maintain 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 -.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 Infomation 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, Inviations 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 Budget 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 Success 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