

FLOUR BLUFF INTERMEDIATE

Campus Improvement Plan

2021/2022

Faith, Family, Fun



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FLOUR BLUFF INTERMEDIATE

Mission

The mission of the Hornet community is to foster and empower students to become confident, productive member 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 INTERMEDIATE 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 for Flour Bluff Intermediate:

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

Intermediate SBDM Committee

Name	Position
Alvarado, Sal	Campus Principal
Beauregard, Mandy	Curriculum Supervisor
Saintignan, Judy	Secretary
Beauregard, Micki	Teacher
Calasso, Toni	Teacher
Chambers, Brian	Teacher
Dow, Lorraine	Teacher
Little, Alicia	Teacher
Lizcano, Ramiro	Teacher
Majek, Tracey	Teacher
Marley, Jack	Teacher
Maxwell, Mary Ann	Teacher
Neri, Kelly	Teacher
Rodriguez, Marina	Teacher
Foster, Allison	Community Representative
Boughton, Elaine	Community Representative
Buentello, Britney	Business Representative
Wiley, Javier	Business Representative
Puente, Alex	Director of Technology
Minnors, Leann	Parent
Murphy, Shannon	Parent
Klein, Steve	Business Representative

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus Counselors will provide instructional guidance lessons to classes through the school year. The Counselor will meet with students in a variety of setting to provide guidance, individual and small group. Administrators and Counselor will monitor students who are at risk of developing or have developed issues that affect their wellbeing. In addition, when applicable families in need will be provided with outside resources such as counseling, medical needs, etc. (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Director of Facilities, Principal, Principal(s)	2021-2022	(F)ESL 6400, (S)ESL - \$800, (S)SCE 6100, (S)SCE 6200, (S)SCE 6300, (S)SE-162 6100, (S)SE-162 6200, (S)SE-162 6300, (S)SE-224 6100	Criteria: Student Survey Results Positivity Project Counseling Logs Discipline Reports and Data Meetings Attendance Reports Bullying Reports Guidance Activities/Lessons 05/24/22 - Completed (S) 02/17/22 - On Track 02/14/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will ensure the TEKS will be effectively and diligently taught using the district curriculum. The Intermediate Campus implements a viable curriculum that involves active student participation, problem solving, creativity, higher order questions, and differentiation. The campus will provide resources and trainings to support students and teachers including differentiated instruction, teacher created assessments, vertical alignment, weekly professional learning communities, cross curricular activities, accelerated instruction, various technology tool, resources, and instruction. (Target Group: All)	Assistant Principal(s), Case Manager(s), Curriculum Supervisor, Librarian(s), Teacher(s)	2021-2022	(F)Title I 6100, (F)Title I 6200 - \$8,500, (F)Title I 6300 - \$7,500, (F)Title I 6400 - \$5,000, (F)Title IV 6200 - \$250, (L)Local - \$89,537, (S)ESL - \$800, (S)SCE 6100, (S)SCE 6200, (S)SCE 6300, (S)SCE 6400, (S)SE-162 6100, (S)SE-162 6200, (S)SE-162 6300, (S)SE-224 6100	05/24/22 - Completed (S) 02/17/22 - On Track 02/15/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will implement the College and Career Readiness Standards by 1) Focusing, throughout the curriculum, on College & Career Readiness Standards strategies, including organization, time management, goal setting, and note-taking. 2) Utilizing College & Career Readiness Strategies consistently in the classroom, including writing about future goals, utilizing higher level skills through questioning and note-taking, and researching possible colleges. 3) Holding a College Spirit Day. 4) Decorating the school with college banners, and 5) Providing Professional Learning Community sessions on College and Career Readiness Strategies. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 5th,6th) (Strategic Priorities: 2,3,4) (Target Group: 5th,6th)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Department Head(s), Librarian(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(F)Title I 6200 - \$8,500, (F)Title I 6400 - \$400, (L)Local - \$89,537	Criteria: Criteria: Guidance lessons, Test Scores, Meetings, Agenda/Minutes, Sign-In Sheets, Lesson Plans, Grades, College & Career Readiness Strategies, Assessment Data Reports, Open House, and NJROTC. 05/24/22 - Completed 05/24/22 - Completed (S) 11/14/21 - Completed

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate campus will provide the resources, trainings, and support for student engagement. The campus will implement and provide the means for students to stay informed through means such as Google Classrooms, teacher web pages, and social media. Students will be informed and encouraged to join extracurricular activities and clubs. The campus will promote Pre-Athletics, Open House, UIL Teams and campus clubs such as Intermediate Live, Jr. Master Naturalist, Running Club, Drama Club, Journalism Club, Robotics Club, Math Team, Science Team, Student Council, and Chess Club. The campus will provide students with the opportunities for educational field trips such as Wetlands, Nueces Delta Preserve and various performances. (Target Group: 5th,6th)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(F)Title I 6400 - \$5,000	Criteria: Criteria: Club/Organization, Enrollment Rosters, Club Flyers, Notice to Parents, Teacher Sponsors, Calendar of Events, Print Materials, Display on Hallway Monitors, Campus Announcements/Intermediate Live Announcements, Pre-Athletic Rosters 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 1. (Objective 1.) Annually Increase Faculty and Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will have Professional Learning Community (PLC) Meetings as a department and as a POD, to include paraprofessionals, four times per six weeks. Turn in PLC minutes to be reviewed by administration, provide a mentor teacher to all new teachers/new hires. Mentors will meet with their mentee teacher at least two times per six weeks and as needed thereafter. The campus promotes an open door policy that creates an environment where staff can voice concerns, questions and collaboration. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,5th,6th) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(L)Local - \$89,537, (S)SCE 6300	Criteria: Criteria: PLC Agendas/Minutes, Sign-In Sheets, Quality Lesson Plans, Quality Lessons, STAAR Performance, Teacher feedback. 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 2. (Objective 2.) Annually increase Faculty and Staff Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate campus will validate, acknowledge, recognize and collaborate with faculty and staff to create a culture of excellence on our campus. (Target Group: All) (Strategic Priorities 1,2,3) (Target Group: All)	Assistant Principal(s), Curriculum Supervisor, Principal, Public Information Coordinator, Teacher(s)	2021-2022	(L)Local - \$89,537, (S)SCE 6100, (S)SCE 6200, (S)State Comp. Ed. - \$10,108	Criteria: Criteria: Data Meetings, Shout Out Wall, Fluid Department Agendas, Employee Awards, List of Accomplishments, Campus/District Website, Social Media Pages 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 3. (Objective 3.) Professional Development Plans are developed and executed for ALL Categories of Employees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will align professional development trainings with the district. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2021-2022	(L)Local - \$89,537	Criteria: Criteria: Agendas/Minutes, Sign in Sheets, Professional Development, Campus Calendar 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate campus will align with the district regarding procurement and other business processes. (Target Group: All) (Strategic Priorities: 1)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$89,537	Criteria: Criteria: Agendas/Minutes, Sign in Sheets, Training Calendar, SBDM Meetings 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 1. (Objective 1.) Annually increase Non-Parent Community Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The Intermediate campus will communicate the following with the community: Awards, milestones, student and staff recognition and upcoming events.</p> <p>The campus will offer and encourage community feedback. (Target Group: All) (Strategic Priorities: 1,2,3)</p>	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$89,537	<p>Criteria: Criteria: Agendas/Minutes, Social media, Community Events, Campus Website, Flyers, Surveys, Social Media</p> <p>05/25/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track</p>

FLOUR BLUFF INTERMEDIATE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will partner with the following community, company representatives; HEB for Share Your Christmas and school supplies, Coastal Bend Food Bank, Master Naturalists. (Target Group: 5th,6th)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$89,537	Criteria: Criteria: Partnership Meetings, Partnership Agreements, and Services Provided 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 3. (Objective 3.) Annually Increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Status of student's progress, upcoming events, awards, student/staff recognitions, and any changes in schedule and or event. The campus will offer opportunities for feedback.	Advisory/Community/Partnership Committees, Assistant Principal(s), Case Manager(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$89,537	Criteria: Criteria: Community Events, Campus Website, Flyers, Surveys, Social Media, phone calls, and email messages 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

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

Objective 4. (Objective 4) The Intermediate campus will increase parent participation and satisfaction by involving parents in the following events: Encouraging parents to access teacher web pages, skyward, Remind 101, Class Dojo, Group Me. Inviting parents to Open House, Meet the Teacher and Sneak Peak. Providing opportunities for parents to conference with teachers, sign up for PTO and join the volunteer program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate campus will increase parent participation and satisfaction by involving parents in the following events: Encouraging parents to access teacher web pages, skyward, Remind 101, Class Dojo, Group Me. Inviting parents to Open House, Meet the Teacher and Sneak Peak. Providing opportunities for parents to conference with teachers, sign up for PTO and join the volunteer program.	Advisory/Community/Partnership Committees, Assistant Principal(s), Chief Communications Officer, Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(L)Local - \$89,537	Criteria: Criteria: Community Events, Campus Website, Teacher Webpages, Flyers, Surveys, Social Media, phone calls, email messages, parent conferences, Calendar, Sign-In sheets 05/24/22 - Completed (S) 02/17/22 - On Track 11/14/21 - On Track

FLOUR BLUFF INTERMEDIATE

Goal 4. (Goal 4.) (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds. (Target Group: All)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(S)SCE 6400	<p>Criteria: Criteria: SBDM Meetings, Agendas, Sign-In Sheets, Board Reports, Usage Reports, Budget Reports, Personnel Reports, Maintenance and Transportation Reports, Child Nutrition Reports, Purchase Reports</p> <p>05/24/22 - Completed (S) 02/17/22 - On Track 02/14/22 - On Track 11/14/21 - Some Progress</p>

FLOUR BLUFF INTERMEDIATE

Goal 4. (Goal 4.) (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds. (Target Group: All)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(S)SCE 6400	<p>Criteria: Criteria: SBDM Meetings, Agendas, Sign-In Sheets, Board Reports, Usage Reports, Budget Reports, Personnel Reports, Maintenance and Transportation Reports, Child Nutrition Reports, Purchase Reports</p> <p>05/24/22 - Completed (S) 02/17/22 - On Track 02/14/22 - Pending 02/14/22 - On Track 11/14/21 - Some Progress</p>

FLOUR BLUFF INTERMEDIATE

Goal 4. (Goal 4.) (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds. (Target Group: All)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(S)SCE 6400	<p>Criteria: Criteria: SBDM Meetings, Agendas, Sign-In Sheets, Board Reports, Usage Reports, Budget Reports, Personnel Reports, Maintenance and Transportation Reports, Child Nutrition Reports, Purchase Reports</p> <p>05/24/22 - Completed (S) 02/17/22 - On Track 02/14/22 - On Track 11/14/21 - Some Progress</p>

FLOUR BLUFF INTERMEDIATE

Goal 4. (Goal 4.) (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds. (Target Group: All)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2021-2022	(S)SCE 6400	<p>Criteria: Criteria: SBDM Meetings, Agendas, Sign-In Sheets, Board Reports, Usage Reports, Budget Reports, Personnel Reports, Maintenance and Transportation Reports, Child Nutrition Reports, Purchase Reports</p> <p>05/24/22 - Completed (S) 02/17/22 - On Track 02/14/22 - On Track 11/14/21 - Some Progress</p>

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Intermediate has:
Strong Special Education program
Accelerated learning plans and committees for students who are at-risk
Mentor Programs for students and teachers
Pre-Athletics
UIL Teams
Sponsored Clubs

Demographics Weaknesses

Campus enrollment is down.

Demographics Needs

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

Demographics Summary

Flour Bluff Intermediate is a Title 1 Campus. We are comprised of 794 students in grades 5 and 6, with 16 5th grade core classroom teachers and 16 6th grade core classroom teachers. In addition, the Intermediate Campus has one self-contained classroom and four basic and applied classrooms. At the Intermediate, we are culturally diverse with 345 White; 369 Hispanic; 24 Black; 17 Asian; 0 American Indian; 5 Native Hawaiian; and 34 Multi-Race students. In addition, approximately 50% of students are classified as Economically Disadvantaged. There is a total of 78 faculty and staff members, including teachers, administrators, paraprofessionals, and support staff.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

The Intermediate Campus was rated an “A” campus on the 2019 Accountability Rating with an overall score of a 90.

Student Achievement Weaknesses

The Intermediate campus strives to increase student’s growth and scores in Meets and Masters in Math, RLA, and Science for all students.

Student Achievement Needs

Improve STAAR scores and growth in Math, RLA, and Science.

Student Achievement Summary

2021-2022 STAAR and TELPAS performance.

5th/6th Grade Math; Approaches, Meets, Masters

ALL: 83%, 52%, 26%

Hispanic: 81%, 51%, 22%

Asian: 82%, 73%, 36%

African American: 71%, 24%, 6%

White: 86%, 53%, 31%

Two or More Races: 85%, 59%, 15%

Economically Disadvantaged: 76%, 42%, 17%

Limited English Proficient: 63%, 37%, 5%

Gifted and Talented: 100%, 92%, 73%

Special Education: 64%, 30%, 9%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

5th /6th Grade Reading Language Arts; Approaches, Meets, Masters

ALL: 78%, 46%, 28%

Hispanic: 73%, 39%, 23%

Asian: 91%, 64%, 45%

African American: 94%, 29%, 18%

White: 81%, 54%, 34%

Two or More Races: 89%, 52%, 26%

Economically Disadvantaged: 72%, 36%, 20%

Limited English Proficient: 60%, 15%, 15%

Gifted and Talented: 100%, 95%, 79%

Special Education: 37%, 13%, 6%

5th Grade Science: Approaches, Meets, Masters

ALL: 79%, 42%, 18%

Hispanic: 73%, 31%, 9%

Asian: 60%, 20%, 0%

African American: 67%, 44%, 22%

White: 85%, 51%, 27%

Two or More Races: 100%, 78%, 11%

Economically Disadvantaged: 73%, 30%, 10%

Limited English Proficient: 71%, 43%, 0%

Gifted and Talented: 100%, 84%, 53%

Special Education: 59%, 26%, 8%

School Culture and Climate

School Culture and Climate Strengths

The Intermediate strengths are:

All core classes have ninety minutes of instruction. - Positivity Project is a focus of guidance lessons. - Support programs are in place to assist

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Students: Title 1 Tutoring for Math and Reading throughout the school day, built-in teacher tutorials, and after school tutoring. The Intermediate Campus offers a variety of extracurricular clubs such as: Intermediate Live, Student Council, Running Club, Nature Club, Math Club, Book Club, Chess Club, Art Club, Journalism, Drama/Theater Arts Club, and UIL Academic Teams. The extracurricular clubs are in place to help develop well-rounded students who can enhance their learning to improve leadership, socialization, and academic skills by working together. Students have the opportunity to join Intermediate Live where they manage and lead morning announcements, developing their communication and leadership skills. Flour Bluff Intermediate faculty participate in Professional Learning Communities (PLC) and collaborate to encourage problem solving and critical thinking.

School Culture and Climate Weaknesses

The Intermediate campus struggles with the effects of COVID-19 and the results of student educational and emotional gaps.

School Culture and Climate Needs

Due to the challenges from COVID-19, the campus needs to provide additional training, support, and flexibility for students and staff to address all needs.

School Culture and Climate Summary

Flour Bluff Intermediate strives to provide a positive school culture and climate. We treat all people with dignity and respect. Our teachers are provided with the time to plan instruction, through biweekly Professional Learning Communities (PLC) meetings and designated Professional Development throughout the school year. In addition, we provide many opportunities for teachers and staff to meet with parents to obtain information about classroom instruction and student progress in the academic setting.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

Flour Bluff Intermediate provides Professional Development to teachers and staff throughout the school year. Teacher mentors are provided to every new teacher on the campus. The number of certified English As a Second Language (ESL) teachers is increasing. The district/campus utilizes Talent Ed as a tool for applicants to apply online for all available positions at Flour Bluff ISD/Flour Bluff Intermediate. The campus requires applicants to teach a lesson to students as part of the interview process.

Staff Quality, Recruitment and Retention Weaknesses

The campus will align with the district to continue to strive in offering competitive compensations and benefit packages to retain and recruit teachers. The campus will support teachers by providing content specific Professional Development.

Staff Quality, Recruitment and Retention Needs

New Teachers and Veteran Teachers continue to need support and guidance.

Staff Quality, Recruitment and Retention Summary

Flour Bluff Intermediate faculty and staff are 100% highly qualified. Developing and increasing the capacity of our professional staff is a priority at Flour Bluff Intermediate. All staff are trained at both the campus and district level annually to ensure sustainability.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Flour Bluff Intermediate maintains quality curriculum and instruction through: Department meetings, grade level meetings, team meetings, and faculty meetings are organized and follow the PLC process to establish a climate and environment of collaboration to improve instruction and student engagement. Teachers have the opportunity to plan and collaborate throughout the school year. Assessments, formative and summative, are given and analyzed to monitor the progress of students

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

and help guide instruction. Many Flour Bluff Intermediate teachers are certified in more than one subject area which allows for co-teaching, more opportunities for small group instruction and additional instructional support in the classroom.

Curriculum, Instruction and Assessment Weaknesses

Students continue to struggle academically and emotionally . Teachers are struggling to meet the needs of all students as the strive to close the gaps. In addition, teachers are struggling with implementing the Year at a Glance that was prepared during summer curriculum writing.

Curriculum, Instruction and Assessment Needs

To address the weakness, the campus will allocate PLC opportunities that address the changes in the curriculum. Department leads will collaborate with their team to reflect, adjust, and problem-solve.

Curriculum, Instruction and Assessment Summary

Flour Bluff Intermediate teachers utilize a wide array of resources to effectively teach the Texas Essential Knowledge and Skills (TEKS) in all core subject areas: Mathematics, ELAR/Reading, Science, and Social Studies. Implementation of the TEKS standards is accomplished through Professional Learning Communities (PLC), vertical alignment, curriculum writing sessions, scaffolding, and through the campus curriculum supervisor. Administrators, teachers, and district administrators all contribute to the preparation and evaluation of the instructional lessons and assessments. In addition, data meetings with the principal and curriculum supervisor are held every six weeks to discuss academic concerns and celebrations about students and/or instruction.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Flour Bluff Intermediate Campus encourages and supports family and community involvement through various activities such as: Open House and Family Nights. Flour Bluff Intermediate also works in a partnership with Texas A&M to host a Math and Science Family Night during the school year. Flour Bluff Intermediate received a Purple Star Campus Designation Award for supporting the unique needs of military-connected students and their families

Family and Community Involvement Weaknesses

The Intermediate campus will continue to improve parent involvement and engagement.

Family and Community Involvement Needs

The Intermediate campus needs to increase percentage of parent involvement.

Family and Community Involvement Summary

The Flour Bluff Intermediate Campus continues to make family and parent involvement a top priority by keeping up-to-date on communications with parents/guardians in regards to their student's academic and social progress.

School Context and Organization

School Context and Organization Strengths

Tutoring occurs for Reading, Math, and 5th grade Science classes during the school day. After school tutorials are available for all students. Positive Behavior Intervention Support (PBIS) initiative and Positivity Project is implemented to provide positive behavior that builds and enhances students' overall social skills. Flour Bluff Intermediate Counselor provides social/emotional counseling to students in need.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

The Intermediate campus needs more support staff to assist teachers with student academic and emotional needs.

School Context and Organization Needs

The campus would like to increase support staff to better assist students and teachers.

School Context and Organization Summary

The main focus of Flour Bluff Intermediate Campus is to provide a safe, caring, and effective learning environment. In addition, our teachers and staff keep parents and the community informed and involved in school events and classroom activities.

Technology

Technology Strengths

Flour Bluff Intermediate Campus continues to keep up-to-date with the latest innovative technology tools via educational online student resources, webinars, virtual classroom lessons, Google Meetings, and Google Classrooms. Flour Bluff Intermediate utilizes technology to efficiently communicate with parents, as well as educators to assist with professional development. Every grade level team (POD) on the campus has a Chromebook cart dedicated to instruction and assessments.

Technology Weaknesses

Teachers continue to need support and training to effectively utilize technology.

Technology Needs

Comprehensive Needs Assessment

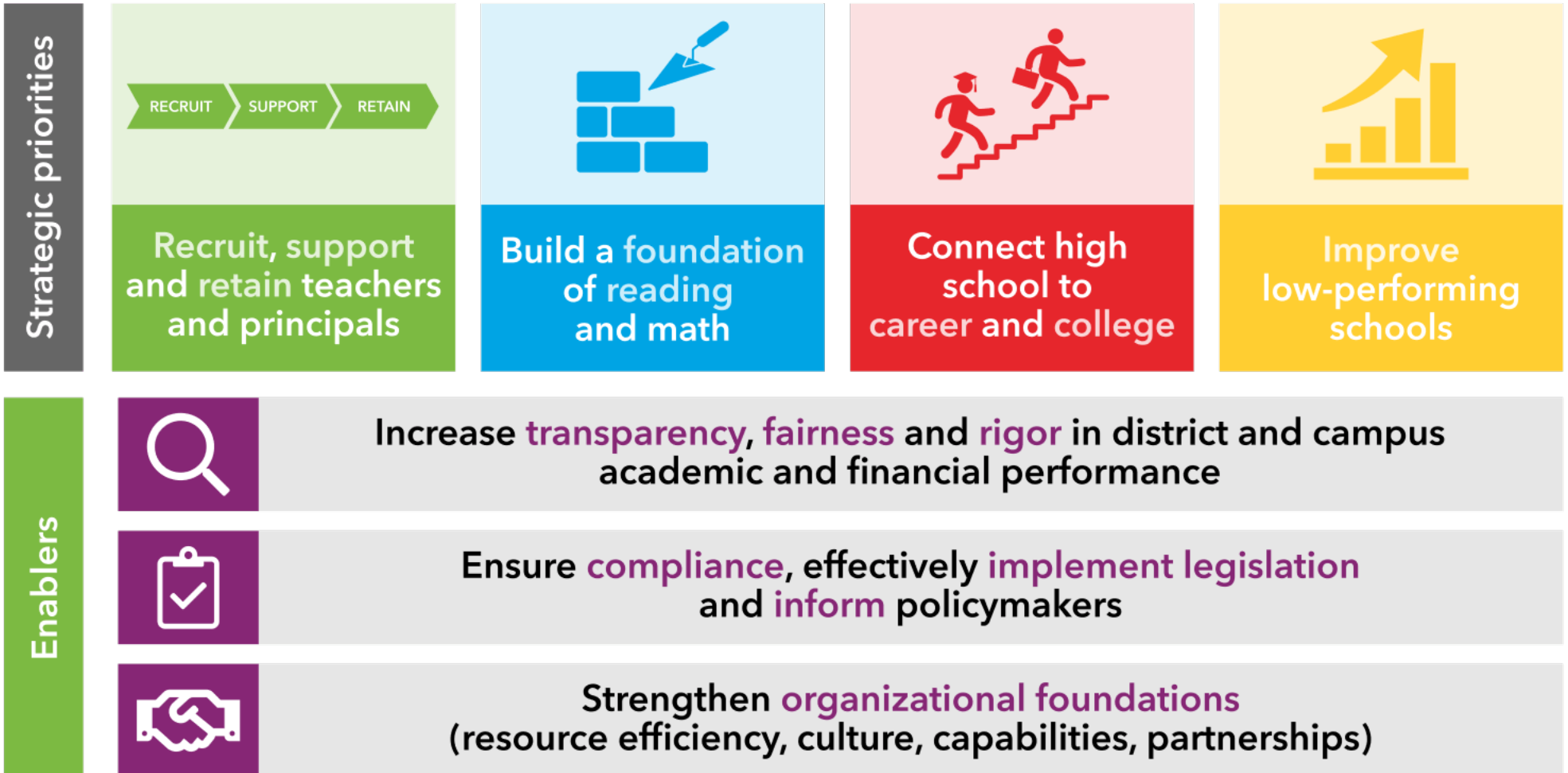
Technology Needs (Continued)

The campus needs access and up to date technology to better implement programs accelerated learning.

Technology Summary

Technology is a vital tool at the Flour Bluff Intermediate Campus as our students utilize our Smart Boards, Interactive Televisions, Chromebooks, and computer labs daily. The Intermediate campus utilizes Google Classroom as an additional resource for students and parents. In addition, all 5th graders take a semester of technology as part of the Kaleidoscope elective cycle.

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



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

Resources

Resource	Source
ESSER 2	Federal
Title 4 6400	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Local	Local
ESL	State
State Comp. Ed.	State

Flour Bluff Intermediate
Strategic Plan Cascading Balanced Scorecard 2021-2025

In Flour Bluff ISD We Believe...

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

Mission:

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

Vision:

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

Flour Bluff -- North Padre Island -- NAS/CCAD

Goals	Performance Objectives	Key Strategic Actions (Inputs)	Progress Measures (Outputs)	Long Term Desired outcomes: (Outcomes - X to Y by Z)
<u>Goal 1: Students: Well-being and academic Success.</u>	1.1 SEL Well-being	Student Surveys & Responses	<ul style="list-style-type: none"> • Student survey results. • 2 (15minute) brain breaks • Positivity Project • Individual counseling • Families in need 	Number of students out-cries will decrease from 43% (2019) to 20% (or less) by 2025.

	1.2 Academic Achievement in the four core academic areas	ELAR & Writing	<ul style="list-style-type: none"> • Pre/Post Assessments • Fountas and Pinnell • Teacher made benchmarks Interim Assessment • Mock Testing • STAAR Testing • Education Galaxy Homework 	Increase 5th grade ELAR at Meets Grade Level or Above from 51% (2019)? To 70% by 2025 (S=42%; ESC2=39%) Increase 6th grade ELAR at Meets Grade Level or Above from 37% (2019)? To 60% by 2025 (S=28%; ESC2=23%)
		Math	<ul style="list-style-type: none"> • Pre/Post Assessments • Weekly Mini-Assessments • Six Weeks tests via TAG in DMAC Interim Assessment • Mock Testing • Provide small group tutorials to bridge the gap • Interactive math journals • Homework 	<p>Increase 5th grade Math at Meets Grade Level or Above from 52% (2019) to 80% by 2025 (S=47%; ESC2=41%)</p> <p>Increase 6th grade Math at Meets Grade Level or Above from 30% (2019) to 70% by 2025 (S=34%; ESC2=25%)</p>
		Science	<ul style="list-style-type: none"> • Pre/Post Assessments • Teacher made Six Weeks Tests (TAG) • Weekly Quizzes/Assessments Interim Test • Mock Test • STAAR Test • Homework 	Increase all grades Science at Meets Grade Level or Above from 45% to 70% by 2025 (S=37%; ESC2=32%)

		Social Studies	<ul style="list-style-type: none"> • Pre/Post Assessments • Teacher made Six Weeks Tests (TAG) • Weekly Quizzes/Assessments • Interim Test • Mock Test • STAAR Test • Homework 	Support the District's goal to increase all grades Social Studies at Meets Greets Grade Level or Above from 2019- 64%-69% by 2025.
	1.3CCMR	College Readiness	<ul style="list-style-type: none"> • Organizational Skills • Time Management Skills • Study Skills • Self-discipline • Note-taking Strategies • Include study of people and places of the contemporary world, using a regional thematic approach • Primary and secondary course materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information 	Support District the District's goal to Increase the number of students who pass both sections of the TSI from 51% to 65% by 2025. Increase the percent of students who earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject from 33% to 50% by 2025.
		Career Readiness	<ul style="list-style-type: none"> • Organizational Skills • Time Management Skills • Study Skills • Self-discipline • Note-taking Strategies • Discipline • Repetition • Structured environment 	Support the District's goal to Increase the number of students enrolled in a coherent sequence of CTE classes from 16.9 % to 25 % by 2025. Increase the number of students receiving CTE certifications from 9 % to 25 % by 2025.
		Military Readiness	<ul style="list-style-type: none"> • Organizational Skills • Time Management Skills • Study Skills • Self-discipline • Note-taking Strategies 	Support the District's goal to Increase the number of students who enlist in the military from 6 % to 8% by 202

	1.4 Student Engagement	<p>UIL/ Athletics: 45-minute daily P.E. classes 5th and 6th grade (students are not pulled for tutoring during PE time), Pre-Athletics offered to 6th graders.</p> <p>Students compete in UIL activities for 5th and 6th grade, Fine Arts</p>	<ul style="list-style-type: none"> • Science Team • Robotics • Math Team • Coding • Oceans • Band • K-2 Music • Choir • Pre-Athletics • UIL <ul style="list-style-type: none"> o Maps, Charts and Graphs o UIL History o UIL Math o Art Smart o Listening & Speaking o Number Sense o Chess Puzzle o Editorial Writing o Music Memory o Calculator o Dictionary Skills • Trips to Wetlands • Performances • University student performances 	Continue to increase the number of students participating in extracurricular clubs through 2025.
		Co-Curricular & Clubs	<ul style="list-style-type: none"> • Jr. Master • Naturalists • Coding • Running Club • Intermediate Live • Drama Club • Animal Care • World Migratory Bird Day • Science Club • Bird Club 	

<u>Goal 2: Faculty & Staff: Well-being, Professional Development and Growth.</u>	2.1 Faculty & Staff Engagement	Content specific development	<ul style="list-style-type: none"> • Open door policy that creates an environment where staff can voice concerns, questions, and collaboration. • Surveys & Staff Meetings • PLC opportunities for teachers to gain a better understanding and knowledge of content. • Provide teachers with needed resources to utilize for classroom instruction throughout the school year Weekly, monthly, and yearly preparations for classroom instruction. 	The campus will decrease the turnover rate by 11% to 9% by 2025.
	2.2 Faculty & Staff Satisfaction	Keep major changes to a minimum Greet staff and students with a smile	Modifying and adapting as changes occur Collaborating with staff to support those changes. Surveys & Staff Meetings to gather feedback/input and respond accordingly. Adaptation to fewer major changes allows for a higher level of teacher instruction	The campus will decrease the turnover rate by 11% to 9% by 2025.
	2.3 Professional Development Plans are Developed and Required for all Categories of Employees	Better Content specific PD opportunities	<ul style="list-style-type: none"> • Professional Development with POD Teams, Departments and Paraprofessionals. • Opportunities for PD through the Service Center. • Four teachers will attend CAST in Fort Worth. • Continual trainings provided by the campus, district, and region. 	<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>

	2.4 Annual Plan for Campus and Departmental Personnel on Procurement and other Business Processes	Department Meetings	<ul style="list-style-type: none"> • Provide teacher PLC opportunities to strengthen curriculum and implement effective teaching as a whole. • Lesson Plans Scope & Sequence IFDs. • Research based decisions, collaboration. • Teacher input helps determine which resources are best utilized to meet the needs of staff and students. 	
<u>Goal 3: Community Satisfaction and Engagement</u>	3.1 Non-Parent Community Satisfaction	Encourage Community involvement SBDM	<p>Community and Parent involvement Positive collaborations with community outside of the school; SBDM Continue positive collaborative relationships with community, county, and state elected officials. Invite guest speakers from the community. Work with CBBEP, UTMSI, TAMU-CC, Delmar College Community Surveys</p>	Increase the number of non- parent community survey responses by 20% by 2025.
-	3.2 Non-Parent Community Engagement	South Texas Naturalists, Volunteers, Donations SBDM	<ul style="list-style-type: none"> • Community and Parent involvement • Guest speakers join the campus to engage community, staff, and students in a variety of different aspects: • Family Math/Science Night • Jr. Master Naturalists • Shell Collection Donation • Boy Scouts • Girl Scouts • National Honor Society • Community Surveys • Veteran's Day Ceremony • HEB Share Your Christmas 	Support the District's plan to increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025.

	3.3 Parent Satisfaction	Open Communication, performances, trips, and social events	<ul style="list-style-type: none"> • Keeping parents up to date so they know where their students are during the year. • Skyward Communication. 	<p>Support the District's plan to 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>
-	3.4 Parent Engagement	Open communication	<ul style="list-style-type: none"> • Keeping parents up to date so they know where their students are during the year • Parent/Teacher Conferences • Open House • Sneak Peak • Meet the Teacher • Volunteer Programs • Remind 101 • Class Dojo • Skyward • Group Me • Weekly Parent Emails • Encourage & Monitor Skyward Parent Enrollment • Phone calls 	Support the District's plan to increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025.
<u>Goal 4: Financial Stewardship</u>	4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption and Management Processes	The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds.	<ul style="list-style-type: none"> • SBDM Meetings • Budget Reports • Personnel Reports • Maintenance and Transportation Reports • Child Nutrition Reports • Purchase Reports 	The campus will continue to collaborate with the district to maintain a conscience budget.

	4.2 Coherent Debt Management Process(es)	The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds.	<ul style="list-style-type: none"> • SBDM Meetings • Budget Reports • Personnel Reports • Maintenance and Transportation Reports • Child Nutrition Reports • Purchase Reports 	The campus will continue to collaborate with the district to maintain a conscience budget.
	4.3 Operational Effectiveness and Efficiency	The Intermediate Campus will ensure that all sponsors and administration collaborate with the district to follow proper procedures to utilize campus funds.	<ul style="list-style-type: none"> • SBDM Meetings • Budget Reports • Personnel Reports • Maintenance and Transportation Reports • Child Nutrition Reports • Purchase Reports 	The campus will continue to support the district initiative of risk management.
	4.4 Communication of Critical Success Factors of Financial Stewardship		<ul style="list-style-type: none"> • SBDM Meetings • Budget Reports • Personnel Reports • Maintenance and Transportation Reports • Child Nutrition Reports • Purchase Reports • Campus funds will offset additional expenses 	The campus will continue to support the district initiative in having no-finding on the annual financial report.