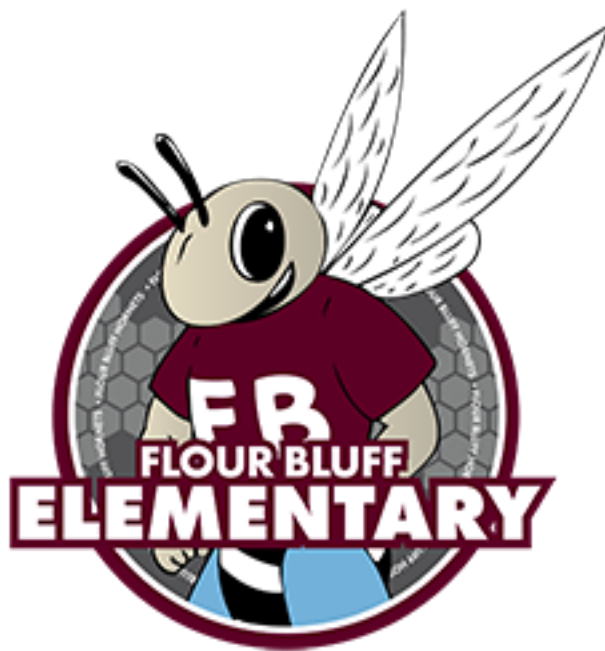


FLOUR BLUFF ELEMENTARY

Flour Bluff Elementary Campus Improvement Plan 2022/2023

"Once a Hornet, Always a Hornet"



Dr. Nikol Youngberg
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FLOUR BLUFF ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice

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

Elementary SBDM Committee

| Name | Position |
|---------------------|-----------------------------|
| Youngberg, Nikol | Principal |
| Jackson, Danny | Teacher |
| Shannon, Caitlyn | Teacher |
| Selman, Deb | SPED Teacher |
| Coon, Kristi | Elementary Paraprofessional |
| Kalo, Amanda | Librarian |
| Sherman, Khea | Business Rep |
| Canavati, Sam | Business Rep |
| Boughton, Elaine | Community Member |
| Griffith, Christina | Parent |
| Sykes, Tia | Teacher |
| Williams, Julia | Teacher |
| Ready, Alex | Teacher |
| Galvan, Miranda | Teacher |
| Bentz, Gina | Teacher |
| Fordyce, Brigitte | Teacher |
| Woodard, Jaime | District Representative |
| Holley, Andrea | Parent |

Resources

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

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main Strategies: Regular Guidance Lessons, Positivity Project Daily, Military Counselor, Social Worker, PBIS , Daily Unstructured Recess for Development and Practice of Social Skills for 30 minutes, All classrooms have a Calm Corner (Title I TA: 1,2) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,3.3,3.4) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2022-2023 | (F)Title IV Safe and Drug Free - \$2,000 | <p>Criteria: Criteria: Review of Services: Anchored4Life and Positivity Project Counseling Logs Discipline Reports Attendance Data Bullying Reports Professional Development Logs Guidance Activities/Lessons</p> <p>Student Surveys & Responses Positivity Project Calendar and Lessons Counseling Lesson Plans and Calendar List of Students Served by Military Counselor and Social Worker</p> <p>05/08/23 - Completed (S) 05/08/23 - Completed 02/14/23 - On Track 11/09/22 - Significant Progress</p> |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. ELAR & Writing: Scope and Sequence, Really Great Reading Phonics Program, Reading Academy, Reading Lab, Reading Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, Guest Readers, Library Program and Reading Incentives, Balanced Literacy, HMH Curriculum, Reading A to Z, Brain Pop Jr, Prodigy, Learning.com, Handwriting without Tears, Pep Parade (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,2.2.1,4,4.1,5,5.1,5.2,5.3,5.4) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s) | 2022-2023 | (F)ESSER3 6100 - \$100,000, (F)ESSER3 6400 - \$60,000, (L)199 Dyslexia 6200 - \$15,000, (L)199 Dyslexia 6400 - \$10,000, (S)161-State Compensatory - \$5,000 | Criteria: Writing Rubric mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment The percent of Second grade students that score on grade level or above in Reading on Mclass will increase from 59% to 74% by June 2024. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |
| 2. Math: WIN (What I Need) Intervention and Enrichment, Teacher Tutorials, Math and Science Nights, Prodigy, Envision, X-STREAM Night, Brain Pop, Fantasy Football, Pep Parade (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,2,4,5) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2021-2022 | (L)199-Local Funds - \$20,000 | Criteria: Unit Quizzes 6 Weeks Assessments EOY Math Assessment The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 56% by June 2024. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |
| 3. Science & Health: Science Lab Elective Class, Math and Science Night, Guest Speakers, Field Trips, Daily PE for 30 minutes, Hands on Activities, Brain Pop, Quavar, X-STREAM Night, STEM Classroom, Oceans Speaker (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,5,5.1,5.2) | Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal | 2021-2022 | (L)199-Local Funds - \$25,000 | Criteria: Master Schedule Calendar of Events Projects Lesson Plans Support District Long Term Goal of increasing all grades Science at Meets Grade Level or Above from 2019- 63% to |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | 68% by 2025 (S=54%; ESC2=46%) 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |
| 4. Social Studies: Texas Public Schools Week, Guest Speakers, Veteran's Day Assembly, Music Program, Brain Pop Jr., Historical Figures Parade, Fire Safety, Studies Weekly (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,5,5.1) | Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2021-2022 | (L)GT 6200 | Criteria: Master Schedule Calendar of Events Projects Lesson Plans Support District Long Term Goal of increasing all grades Social Studies at Meets Grade Level or Above from 2019- 64% to 69% by 2025 (S=55%; ESC2=48%) 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Career Readiness: Guest Speakers, Career Days, Highlight Watch Dog Professions, Volunteer Military (Target Group: All) | Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2022-2023 | (O)950-Principal Discretion - \$200 | <p>Criteria: Agenda School Expectations Event Calendar</p> <p>Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. UIL Events: Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair Other Clubs: Technology Club, STEM Club, Math Club, Oceans Club, Bird/Nature Club, Jazzy Bees, Running Club, X-STREAM Night, Recorder Club, Literacy Reading Programs: FB Reader's Club, Hornet Reading Program, READD, Reading Projects (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2) | Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2022-2023 | (O)950-Principal Discretion - \$500 | Criteria: "Agenda School Expectations Event Calendar Placing at Events" Increase the number of students who are involved in clubs and competitions 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Well Being: Positivity Project Weekly, Monday Message to Staff, SMORE Newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program, Staff Relaxation Room (Title I TA: 1) (Target Group: All) (ESF: 3) | Principal | 2022-2023 | (O)950-Principal Discretion - \$500 | Criteria: Decrease annual staff turnover rate. "Visitors on SMORE site Participation in events and programs " 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Staff Input: SBDM teacher membership, Grade Level and Content PLCs to give input (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,2,2.1,3,5) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | 2022-2023 | (L)199-Local Funds | <p>Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from .01 % to 20 % by 2025.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress 11/09/22 - Significant Progress 11/09/22 - Significant Progress</p> |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main Strategy: Coordinate with Curriculum Supervisors, Director and Executive Director for needed Professional Development based on teacher input through Survey, Needs Assessment, and SBDM. (Title I TA: 4,6) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,3,5) | Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s) | 2022-2023 | (L)199-Local Funds | <p>Criteria: Professional Development Calendar and Attendance</p> <p>"Support District Long Term Goal of Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from - .01 % to 20 % by 2025.</p> <p>"</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main Strategies: Department Meetings, Weekly Information on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds (Target Group: All) | Leadership Team | 2022-2023 | (L)199-Local Funds | Criteria: Calendar and Attendance Support District Long Term Goal of No findings on Annual Financial Report 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees (Target Group: All) | Principal | 2022-2023 | (L)199-Local Funds | <p>Criteria: 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)</p> <p>Increase the average satisfaction rate of survey respondents from % to % by 2025. (Need baseline data)</p> <p>"</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------|-----------------------|-----------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Main Strategies: Volunteers, Donations (Target Group: All) | Principal | 2022-2023 | (L)199-Local Funds | Criteria: Visitor Login, Donations Made Support District Long Term Goal of Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 3. (Objective 3) 3.3 Parent Satisfaction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Main Strategies: Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary</p> <p>We need to add more opportunities for parents to be on campus. (Title I TA: 7) (Target Group: All)</p> | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | 2022-2023 | (F)211-Title 1 - \$1,000 | <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>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 4. (Objective 4) 3.4 Parent Engagement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Main Strategies: Volunteers on Campus, Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary</p> <p>We need to highlight the student engagement activities to parents. (Target Group: All)</p> | Assistant Principal(s), Principal, Teacher(s) | 2022-2023 | (O)950-Principal Discretion - \$1,000 | <p>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.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p> |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Strategy: Campus SBDM Reviews and support Campus Plan for Budget Development, Adoption and Management Processes (Target Group: All) | Assistant Principal(s), Counselor(s), ELA Curriculum Supervisor | 2022-2023 | (L)GT 6200 | Criteria: Budget Committee Meetings (At least 3 meetings during budget cycle) Budget Workshop (At least 3 meetings before board adoption of budget) Community Advisory Meetings 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Strategy: Support District Plan for Debt Management Process(es) (Target Group: All) | Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s) | 2022-2023 | (L)199-Local Funds | Criteria: Present debt management plan to budget committee, school board, and staff (Budget Committee Meetings, Board Meetings) 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Strategy: Support District Plan for Operational Effectiveness and Efficiency (Target Group: All) | Assistant Principal(s), Curriculum Supervisor(s), Principal | 2022-2023 | (L)199-Local Funds | Criteria: Meeting with campus lead teachers and administration (Discuss indicators result with appropriate district personnel) 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1. Strategy: Support District Plan for Communication of Critical Success and Factors of Financial Stewardship (Title I TA: 8) (Target Group: All) | Principal | 2022-2023 | (L)199-Local Funds | Criteria: Budget Workshop Public Meetings 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Elementary has a diverse population of students including a variety of backgrounds and cultures. We have students from most ethnic populations, as well as, military families and transfer students. Our enrollment has increased this year.

Demographics Weaknesses

Our main weakness is our low enrollment and attendance.

Demographics Needs

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

We need to improve our student attendance with more opportunity to recognize and encourage good attendance.

Demographics Summary

Our current daily attendance rate 98% (3rd-98.30% 4th 97.83%

We currently have Military Connect is 22.

We currently have 769 students enrolled. There are 354 students in the 3rd grade and 415 students in the 4th grade.

We currently have 146 transfer students from outside our immediate community.

We have 16 third grade classrooms and 18 fourth grade classrooms.

We have 2 self-contained special education classrooms for students with significant disabilities.

We have a total of 79 staff members including teachers, paraprofessionals, and support staff.

We are a Title One campus. We have 53%of our students that are on free or reduced lunch.

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

This is our current student ethnic distribution:

Hispanic 367 49.7%

White 302 40.9%

Comprehensive Needs Assessment

Demographics Summary (Continued)

African American 12 01.6%
American Indian 1 .001%
Asian 9 .01%
Pacific Islander 1 .001%
Two or More Races 45 .06%

Student Achievement

Student Achievement Strengths

3rd and 4th grade students scored above the state and region on the STAAR Assessments and improved from our 2019 and 2021 STAAR scores.

Student Achievement Weaknesses

We still need to improve our scores specifically in closing the gaps for certain sub groups. While we had an overall B rating, this area was rated as a C. We would also like to get designations for growth, although this depends solely on 4th grade STAAR scores.

Student Achievement Needs

Closing the Gaps 74 77 C

Student Achievement Summary

Most all areas on individual TEKS improved on STAAR. Below you will find the TEK breakdown of the TEKS that we targeted last year and all but four stayed the same or improved.

All areas of STAAR subject areas improved and they also were above the State and Region averages.

3rd Reading TEKS

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

3.7(C) Readiness 63% 72%
3.6(F) Readiness 55% 64
3.10(A) Readiness 60% 68%
3.10(D) Supporting 58% 40%

3rd Math TEKS

3.3(F) Readiness 40% 70%
3.3(H) Readiness 51% 77%
3.4(K) Readiness: 54% 46%
3.5(A) Readiness 52% 67%
3.5(B) Readiness 60% 77%
3.5(E) Readiness 58% 58%
3.6(C) Readiness 62% 74%
3.7(B) Readiness 44% 45%

4th Reading TEKS

4.7(C) Readiness 63% 66%
4.7(D) Readiness 50% 49%
4.6(E) Readiness 61% 77%
4.9(C) Supporting 56% 81%
4.10(D) Supporting 53% 42%

4th Math TEKS

4.2(B) Readiness 60% 68%
4.2(G) Readiness 59% 57%
4.3(E) Readiness 60% 80%
4.4(A) Readiness 64% 74%
4.5(A) Readiness 53% 64%
4.5(D) Readiness 52% 70%
4.7(C) Readiness 50% 71%
4.8(C) Readiness 47% 57%

3rd Grade Reading

Approaches Meets Masters

State Region District State Region District State Region District

2021 Reading 67% 66% 77% 39% 36% 39% 19% 16% 19%

2022 Reading 77% 76% 87% 52% 48% 59% 31% 27%

3rd Grade Math

Approaches Meets Masters

State Region District State Region District State Region District

2021 Math 62% 61% 75% 31% 28% 39% 14% 11% 19%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

2022 Math 70% 69% 78% 42% 39% 51% 21% 17% 25%

4th Grade Reading

Approaches Meets Masters

State Region District State Region District State Region District

2021 Reading 63% 63% 71% 36% 34% 45% 17% 15% 20%

2022 Reading 77% 78% 88% 54% 51% 62% 29% 25% 34%

4th Grade Math

Approaches Meets Masters

State Region District State Region District State Region District

2021 Math 59% 58% 67% 36% 32% 42% 21% 18% 24%

2022 Math 69% 70% 79% 42% 41% 48% 23% 21% 26%

School Culture and Climate

School Culture and Climate Strengths

The Elementary is coupled with the Primary campus for the second 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 "Once a Hornet, Always a Hornet". 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 and/or social emotional support.

School Culture and Climate Needs

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

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

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

Staff Quality, Recruitment and Retention Strengths

Most all staff at the Elementary campus are highly qualified for the area their position; we have one teacher on an emergency certification and our counselor is also currently on an emergency certification.

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

We are fully staffed.

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

Due to increased health and safety protocols, parents are not allowed on campus as much as in the past. We are working on more opportunities for parents to come on campus with proper background checks or ID checks for programs such as Watch DOGs.

Family and Community Involvement Needs

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

Family and Community Involvement Summary

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

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Students have a full day of social, emotional, and academic growth and learning, including a 30 minute unstructured recess, structured PE, electives (which includes library instruction, classroom guidance, science lab, and music), and classroom meeting time.

School Context and Organization Weaknesses

We would like to have smaller class sizes.

School Context and Organization Needs

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. We would like to have more part time tutors to help with intervention.

School Context and Organization Summary

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

Technology

Technology Strengths

Most all instructional classrooms have interactive displays in the classrooms. Most classrooms have several chromebooks for students to use.

Technology Weaknesses

Technology just doesn't last so it's hard to keep up with keeping updated.

Comprehensive Needs Assessment

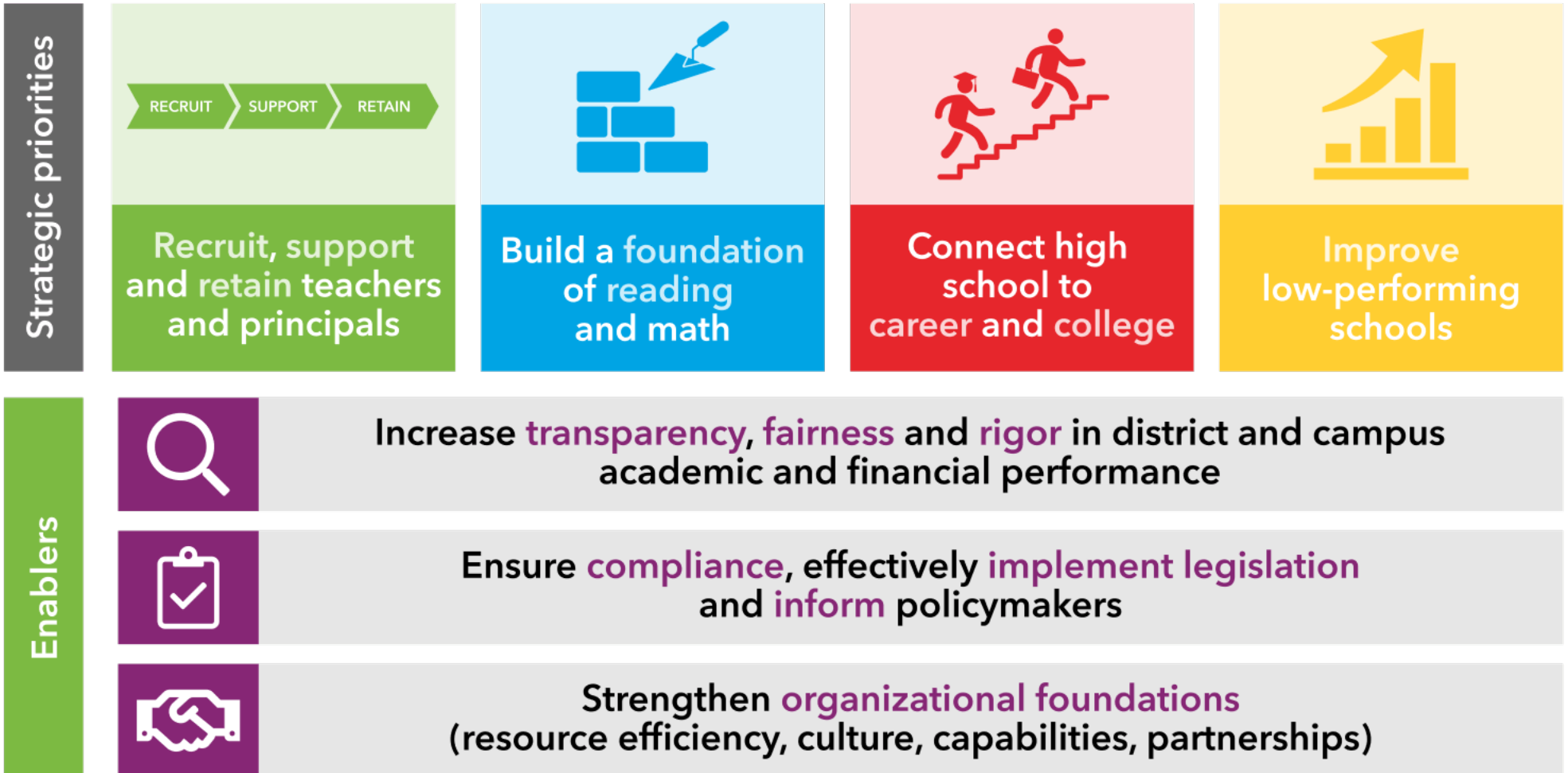
Technology Needs

Several teachers are in need of new teacher laptops and some of the older chrombooks are also outdated.

Technology Summary

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

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



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

Early Childhood Math Progress Measure

The percent of **PreK** students that score on grade level or above in math on Circle by CLI Engage v

Yearly Target Goals

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------------------------------------|------|------|------|-----------|-------|
| Actual Score (Campus Target Goal) | NA | NA | NA | 84% (73%) | 76% (|

Closing the Gaps Student Groups Yearly Target

| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races |
|----------------------------------------------|------|---------------------|--------------|--------------|--------------------|-------|---------------------|-------------------------|
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 71% (70%) | 79% (82%) | NA | NA | NA | NA |
| | 2022 | NA | 71% (75%) | 71% (84%) | NA | NA | NA | NA |

| | | | | | | | | |
|--|------|----|-----|-----|----|----|----|----|
| | 2023 | NA | 80% | 86% | NA | NA | NA | NA |
| | 2024 | NA | 85% | 88% | NA | NA | NA | NA |

Early Childhood Math Progress Measure

The percent of **Kindergarten** students that score on grade level or above in math on the EOY District Based Assessment is **84%** by June 2024.

Yearly Target Goals

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------------|------|------|------|-----------|-----------|
| Actual Score | NA | NA | NA | 86% (60%) | 85% (60%) |

Closing the Gaps Student Groups Yearly Target Goals

| | | African American | Hispanic | White | American Indian or Alaska Native | Asian | Pacific Islander | Two or more races |
|---------------------------------------|------|------------------|----------|-------|----------------------------------|-------|------------------|-------------------|
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 85% | 87% | NA | NA | NA | 93% |
| | 2022 | NA | 78% | 93% | NA | NA | NA | 100% |
| | 2023 | NA | 60% | 66% | NA | NA | NA | 74% |
| | 2024 | NA | 65% | 71% | NA | NA | NA | 79% |

Early Childhood Math Progress Measure

The percent of **First** grade students that score on grade level or above in math on the EOY District Based Assessment is **57%** by June 2024.

| Yearly Target Goals | | | | | |
|---------------------------------------------|------|------|------|-----------|-----------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| Actual Score (Campus Target Goal) | NA | NA | NA | 57% (50%) | 70% (68%) |

| Campus Baseline Data by Ethnicity | | | | | | | | |
|----------------------------------------------|------|------------------|--------------|--------------|-----------------|-------|------------------|-------------|
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or more |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 51% | 61% | NA | NA | NA | 65% |
| | 2022 | NA | 66% (57%) | 75% (55%) | NA | NA | NA | NA (68%) |
| | 2023 | NA | 63% | 60% | NA | NA | NA | 71% |
| | 2024 | NA | 68% | 65% | NA | NA | NA | 74% |

Early Childhood Math Progress Measure

The percent of **Second** grade students that score on grade level or above in math on the EOY District Base 65% by June 2024.

| Yearly Target Goals | | | | | |
|---------------------------------------------|------|------|------|-----------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| Actual Score (Campus Target Goal) | NA | NA | NA | 76% (50%) | 71% (|

| Campus Baseline Data | | | | | | | | |
|----------------------------------------------|------|---------|--------------|--------------|----------|-------|---------|-------------|
| | | African | Hispanic | White | American | Asian | Pacific | Two or |
| Actual Score (Campus Target Goals) | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 71% | 83% | NA | NA | NA | 67% |
| | 2022 | NA | 66% (56%) | 76% (57%) | NA | NA | NA | NA (45%) |
| | 2023 | NA | 61% | 62% | NA | NA | NA | 48% |
| | 2024 | NA | 66% | 67% | NA | NA | NA | 51% |

EC Math Targeted Professional Development

Action Steps:

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

ire 1

will increase from 73% to 88% by June 2024.

| 22 | 2023 | 2024 |
|------|------|------|
| 78%) | 83% | 88% |

et Goals

| Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------------|-----------------|---------------------------|--------------|-------------------|-----------------------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | 70% (75%) | NA | 70% (64%) | NA | NA |
| NA | 0% (78%) | NA | 0% (66%) | NA | NA |

| | | | | | |
|----|-----|----|-----|----|----|
| NA | 81% | NA | 68% | NA | NA |
| NA | 84% | NA | 70% | NA | NA |

Figure 2

Assessment by Envision will increase from 69% to

| | | |
|------|------|------|
| 2021 | 2022 | 2024 |
| 710% | 700% | 910% |

Net Goals

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|------------|------|---------|-----|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 76% | 81% | NA | 93% | NA | NA |
| 89% | 81% | NA | 77% | NA | NA |
| 31% | 60% | NA | 53% | NA | NA |
| 34% | 65% | NA | 58% | NA | NA |

Figure 3

Assessment by Envision will increase from 50% to

| 2021 | 2022 | 2024 |
|------|------|------|
| 60%) | 70% | 80% |

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|--------------|--------------|---------|--------------|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 43% | 46% | NA | 43% | NA | NA |
| 69% (41%) | 62% (51%) | NA | 50% (53%) | NA | NA |
| 43% | 56% | NA | 56% | NA | NA |
| 45% | 61% | NA | 59% | NA | NA |

Figure 4

ed Assessment by Envision will increase from 50% to

| 2021 | 2022 | 2024 |
|------|------|------|
| 55%) | 60% | 65% |

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|--------------|--------------|---------|-------------|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 41% | 69% | NA | 67% | NA | NA |
| 52% (25%) | 61% (47%) | NA | NA (42%) | NA | NA |
| 27% | 52% | NA | 44% | NA | NA |
| 29% | 57% | NA | 46% | NA | NA |

t Plan

Early Childhood Literacy Progress Me

The percent of **PreK** students that score on grade level or above in Reading on Circle by CLI Enga

Yearly Target Goals

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------------|------|------|------|-----------|-----------|
| Actual Score | NA | NA | NA | 70% (60%) | 76% (70%) |

Closing the Gaps Student Groups Yearly Ta

| | | African | Hispanic | White | American | Asian | Pacific | Two or |
|---------------------------------------|------|---------|----------|-------|----------|-------|---------|--------|
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 71% | 76% | NA | NA | NA | NA |
| | 2022 | NA | 72% | 82% | NA | NA | NA | NA |
| | 2023 | NA | 56% | 56% | NA | NA | NA | NA |
| | 2024 | NA | 59% | 59% | NA | NA | NA | NA |

Early Childhood Literacy Progress Measure

The percent of **Kindergarten** students that score on grade level or above in Reading on the TX-KEA benchmark assessment. **For the 2022 School Year Kindergarten data will come from the mClass assessment.**

Yearly Target Goals

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------------|------|------|------|-----------|-----------|
| Actual Score | NA | NA | NA | 42% (72%) | 41% (71%) |

Closing the Gaps Student Groups Yearly Targets

| | | African American | Hispanic | White | American Indian or Alaska Native | Asian | Pacific Islander | Two or more races |
|---------------------------------------|------|------------------|----------|-------|----------------------------------|-------|------------------|-------------------|
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 42% | 41% | NA | NA | NA | 63% |
| | 2022 | NA | 35% | 51% | NA | NA | NA | NA |
| | 2023 | NA | 73% | 78% | NA | NA | NA | 90% |
| | 2024 | NA | 78% | 83% | NA | NA | NA | 91% |

Early Childhood Literacy Progress Measure

The percent of **First** grade students that score on grade level or above in Reading on mClass

| Yearly Target Goals | | | | | |
|---------------------------------------------|------|------|------|-----------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| Actual Score (Campus Target Goal) | NA | NA | NA | 57% (56%) | 46% (|

| Campus Target Goals by Student Group | | | | | | | | |
|----------------------------------------------|------|------------------|--------------|--------------|-----------------|-------------|------------------|-------------|
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or more |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 51% | 61% | NA | NA | NA | 65%(-) |
| | 2022 | NA (62%) | 47% (55%) | 44% (61%) | NA (62%) | NA (80%) | NA | NA |
| | 2023 | 64% | 60% | 66% | 65% | 81% | NA | NA |
| | 2024 | 66% | 65% | 71% | 67% | 82% | NA | NA |

Early Childhood Literacy Progress Me

The percent of **Second** grade students that score on grade level or above in Reading on mClass

| Yearly Target Goals | | | | | |
|---------------------------------------------|------|------|------|-----------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| Actual Score (Campus Target Goal) | NA | NA | NA | 76% (59%) | 56% (|

| Campus Baseline Data | | | | | | | | |
|----------------------------------------------|------|--------------|--------------|--------------|-------------|-------------|---------|--------|
| | | African | Hispanic | White | American | Asian | Pacific | Two or |
| Campus Baseline Data | 2018 | NA | NA | NA | NA | NA | NA | NA |
| | 2019 | NA | NA | NA | NA | NA | NA | NA |
| Actual Score (Campus Target Goals) | 2020 | NA | NA | NA | NA | NA | NA | NA |
| | 2021 | NA | 71% | 83% | NA(45%) | NA(71%) | NA | (NA) |
| | 2022 | 45% (52%) | 56% (65%) | 55% (65%) | NA (47%) | NA (73%) | NA | NA |
| | 2023 | 54% | 70% | 70% | 49% | 75% | NA | NA |
| | 2024 | 56% | 75% | 75% | 51% | 77% | NA | NA |

EC Literacy Targeted Professional Development

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
- ELA Curriculum Supervisor receive training as a Reading Academy Cohort leader to implement TEA
- Campus Principals and District Administrators are receiving training as a Reading Academy Adminis

Additional Action Step for 2021-2022 School Year: Kindergarten will Progress Monitor with mClass A

asure 1

age will increase from 60% to 75% by June 2024.

| 2022 | 2023 | 2024 |
|------|------|------|
| 650\ | 700\ | 750\ |

rget Goals

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|------------|------|---------|-----|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | 68% | NA | 70% | NA | NA |
| NA | 0% | NA | 0% | NA | NA |
| NA | 56% | NA | 24% | NA | NA |
| NA | 59% | NA | 27% | NA | NA |

Measure 2

by CLI Engage will increase from 73% to 82% by June
assessment and not the TX-KEA.

| | | |
|------|------|------|
| | | |
| 2021 | 2022 | 2024 |
| 760% | 700% | 820% |

| Target Goals | | | | | |
|--------------|------|---------|-----|-------|-----------|
| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 21% | 32% | NA | 27% | NA | NA |
| 20% | 30% | NA | NA | NA | NA |
| 62% | 63% | NA | 68% | NA | NA |
| 63% | 66% | NA | 70% | NA | NA |

Measure 3

will increase from 56% to 71% by June 2024.

| 2021 | 2022 | 2024 |
|------|------|------|
| 61%) | 66% | 71% |

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|--------------|--------------|---------|-------------|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 43% | 46% | NA | 29% | NA | NA |
| 27% (27%) | 37% (55%) | NA | NA (52%) | NA | NA |
| 29% | 60% | NA | 54% | NA | NA |
| 31% | 65% | NA | 56% | NA | NA |

asure 4

s will increase from 59% to 74% by June 2024.

| 22 | 2022 | 2024 |
|------|------|------|
| 64%) | 69% | 74% |

| Special Ed | Eco. | Special | EL | Cont. | Non-Cont. |
|--------------|--------------|---------|-------------|-------|-----------|
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA |
| 41% | 69% | NA | 67% | NA | NA |
| 31% (28%) | 46% (55%) | NA | NA (55%) | NA | NA |
| 30% | 60% | NA | 57% | NA | NA |
| 32% | 65% | NA | 59% | NA | NA |

ment Plan

three years.

Reading Academies.

trator to implement TEA Reading Academies.

Assessment like First and Second grades.

Early Childhood Math Plan Campus Goal

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

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

Yearly Target Goals

| | 2018 (46) | 2019 (46) | 2020 (46) | 2021 (46) | 2022 (54) | 2023 (54) | 2024 (54) |
|----------------------------------------------------|-----------|-----------|-----------|-------------------------|-----------|-----------|-----------|
| Campus Score (difference between score and target) | 45% (-1) | 52% (+6) | 53% | 38% (-8) | 51% (+5) | 55% | 56% |
| Closing the Gaps Performance TARGET GOALS | 46% | 46% | 46% | 46% (Campus Target 53%) | 46% | 54% | 54% |

Closing the Gaps Student Groups Yearly Targets

| | | African | Hispanic | White | American | Asian | Pacific | Two or | Special Ed | Eco. | Special | EL | Cont. | Non- |
|----------------------------------------|-----------|---------|----------|-------|----------|-------|---------|--------|------------|------|---------|-----|-------|------|
| Closing the Gaps Performance Targets | 2018-2022 | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 23% | 36% | 44% | 40% | 47% | 45% |
| Campus Baseline Data | 2018 | NA | 45% | 49% | NA | NA | NA | 34% | 38% | 36% | NA | 23% | NA | NA |
| | 2019 | NA | 44% | 59% | NA | NA | NA | 68% | 29% | 43% | NA | 41% | NA | NA |
| Actual Goal (Campus Target Goals) | 2020 | NA | 45% | 60% | NA | NA | NA | 68% | 40% | 45% | NA | 45% | NA | NA |
| | 2021 | NA | 33% | 46% | NA | NA | NA | 43% | 22% | 28% | NA | 31% | NA | NA |
| | 2022 | NA | 42% | 61% | NA | NA | NA | 52% | 18% | 37% | NA | 32% | NA | NA |
| Closing the Gaps Performance Targets** | 2023-2027 | NA | 49% | 65% | NA | NA | NA | 61% | 34% | 45% | NA | 49% | NA | NA |
| Campus Target Goals | 2023 | NA | 45% | 60% | NA | NA | NA | 70% | 40% | 45% | NA | 45% | NA | NA |
| | 2024 | NA | 50% | 65% | NA | NA | NA | 70% | 45% | 50% | NA | 50% | NA | NA |

* See Chapter 4 of the 2019 Accountability Manual

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

** See Appendix A of Texas' ESSA Plan

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

Early Childhood Literacy Plan Campus Goal

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

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

Yearly Target Goals & Scores

| | 2018 (44) | 2019 (44) | 2020 (44) | 2021 (44) | 2022 (44) | 2023 (52) | 2024 (52) |
|----------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Campus Score (difference between score and target) | 43% (-1) | 43% (-1) | 44% | 39% (-5) | 58% (+14) | 52% | 52% |
| Closing the Gaps Performance TARGET | 37% (44%) | 44% | 44% | 44% | 44% | 52% | 52% |

Closing the Gaps Student Groups Yearly Targets

| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|----------------------------------------|-----------|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----------|----------------|--------------------|
| Closing the Gaps Performance Targets | 2018-2022 | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 19% | 33% | 36% | 29% | 46% | 42% |
| Campus Baseline Data | 2018 | NA | 38% | 51% | NA | NA | NA | 38% | 38% | 36% | NA | 10% | NA | NA |
| | 2019 | NA | 35% | 49% | NA | NA | NA | 53% | 23% | 35% | NA | 45% | NA | NA |
| Actual Goal (Campus Target Goals) | 2020 | NA | 40% | 50% | NA | NA | NA | 54% | 35% | 40% | NA | 45% | NA | NA |
| | 2021 | NA | 33% (40%) | 45% (50%) | NA | NA | NA | 50% (54%) | 26% (35%) | 27% (40%) | NA | 31% (45%) | NA | NA |
| | 2022 | NA | 51% (50%) | 68% (50%) | NA | NA | NA | 55% (56%) | 16% (39%) | 47% (45%) | NA | 37% (47%) | NA | NA |
| Closing the Gaps Performance Targets** | 2023-2027 | NA | 46% | 66% | NA | NA | NA | 62% | 31% | 43% | NA | 39% | NA | NA |
| Campus Target Goals | 2023 | NA | 55% | 55% | NA | NA | NA | 58% | 43% | 47% | NA | 47% | NA | NA |
| | 2024 | NA | 60% | 60% | NA | NA | NA | 60% | 45% | 50% | NA | 50% | NA | NA |

* See Chapter 4 of the 2019 Accountability Manual

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

** See Appendix A of Texas' ESSA Plan

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

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

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

**2022-2023 BOY SBDM
Flour Bluff Primary & Elementary
September 13, 2022
Minutes**

- Welcome and Introductions: Dr. Youngberg
- Purpose of Campus SBDM: Dr. Youngberg
- Review beginning of Year Needs Assessment Areas: Dr. Youngberg
 - Focus on Student Achievement PP
 - Mrs. White also added specific areas of improvement needed on campus report card
- Explanation of Teacher Incentive Allotment: Dr. Youngberg
 - Applicable only to 4th grade teachers
 - National Board Certification
- Review beginning of Year Campus Improvement Plan, including Cascading Scorecard
 - Goal Review by Committee Members
 - SES & Update Scorecard: Dr. Youngberg
 - Elementary Curriculum Goals: Ready, Jackson, Selman, Shannon, Fordyce, Galvan, Sykes, Bentz
 - Primary Curriculum Goals: M. Flores, Pape, Samuels, Schillinger, Ames
 - Parent Engagement: Williams, Kalo, Martinez, Mrs. Holley
- Questions
 - None
- Additions for November SBDM Meeting
 - Dress code for next meeting's agenda
- Follow up:
 - Send Zoom members the plan to look over and give input
- Next Meetings (Library at 3:30)
 - November 8th
 - February 14th
 - May 9th

SBDM Members

PRIMARY

- District-Nikki White
- Non-teaching-Certified Jennifer Martinez
- Paraprofessional Kristi Coon
- Teachers-Marisa Flores, Rebecca Samuels, Karleen Pape, Amber Pena, Julie Rolf, Karleen Pape, Cindy Ames, Tanya Schillinger, Terri Ellis

ELEMENTARY

- District-Jaime Woodard
- Non-teaching Certified Amanda Kalo
- Paraprofessional Alyssa Hernandez
- Teachers-Tia Sykes, Julia Williams, Caitlyn Shannon, Alex Ready, Miranda Galvan, Danny Jackson, Deb Selman, Gina Bentz, Brigitte Fordyce

Flour Bluff Primary/Elementary SBDM
November Meeting VIA ZOOM
Wednesday, November 9th @3:20-4:00
Join Zoom Meeting
<https://us06web.zoom.us/j/5155890100>

AGENDA/Minutes

WELCOME & ATTENDANCE

- Dr. Youngberg, Cody Debler, Jaime Woodard, Jennifer Norman, Jessica Gutierrez, Jeanine Hoover, Terri Ellis, Marisa Flores, Miranda Galvan, Bridgette Fordyce, Tanya Schillinger, rebecca Samuels, Amber Pena, Amanda Kalo, Jennifer Martinez, Caitlyn Shannon, Cindy Ames, Alyssa Hernandez

CAMPUS UPDATES/HIGHLIGHTS

Thanksgiving Feast-Over 500 showed up for Primary Feast; actually 635

Veterans Day Assembly-Very nice, good feedback from visitors ; we had about 60 Veterans!

CAMPUS IMPROVEMENT PLAN REVIEW

- Review CIP Progress for August-October
- Professional Development
 - October 28th-MTSS Overview Training
 - Coach Came last Monday
 - Most Teachers completed
 - Reading Academies Update (Norman/Debler)
 - Elementary 6 teachers, 1 administrator, 2 STR
 - Primary 10 teachers, 1 administrator, 2 STR
 - Early release days 1 in Fall and 1 in Spring
 - Next/Last PD date is February 17th
 - Campus Needs
 - Make a list of opportunities (include National Board session)
 - Check in with Candace Walker Trauma Informed Schools: how to approach students

DRESS CODE DISCUSSION

- Dress Code discussion was asked for in the last meeting.
- Elementary teachers feel it is taking up a lot of time. Reality is if it's appropriate (district dress) and they're in their seat then that's good enough. It's not having the intended purpose that it did initially when it was started. Also, it was so close.
 - Add to the principal meeting
 - Do we need to vote?
 - Bring up at board meeting?
 - HOT ticket have been really nice for some kids that are in dress code. It has helped with that as well.

QUESTIONS/ITEMS FOR FEBURARY MEETING?

ADJOURN

SBDM Members

Business Rep-Sam Canavati

Community-Elaine Boughton

Parents-Cody Debler, Andrea Holley

PRIMARY

District-Nikki White

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