

FLOUR BLUFF PRIMARY

2022-2023 Primary Campus Improvement Plan

2022/2023

"Once a Hornet, Always a Hornet"



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FLOUR BLUFF PRIMARY

Mission

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

Vision

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

Nondiscrimination Notice

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

GOALS

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

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

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship

Primary SBDM Committee

Name	Position
Ames, Cynthia	Teacher
Galindo-Burnett, Elizabeth	Parent
Debler, Cody	Parent
Sherman, Khea	Business Representative
Canavati, Sam	Business Representative
Boughton, Elaine	Community Member
White, Nikki	District Representative
Martinez, Jennifer	Librarian
Samuels, Rebecca	Teacher
Pape, Karleen	Teacher
Goodman, Jayma	SPED Teacher
Schillinger, Tanya	Teacher
Ellis, Terri	Teacher
Flores, Marisa	Teacher
Norman, Jennifer	Curriculum Supervisor
Hernandez, Alyssa	Paraprofessional
Holley, Andrea	Parent

Resources

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategies: Regular Guidance Lessons, Positivity Project Daily, Military Counselor, Social Worker, PBIS, Daily Unstructured Recess for Development and Practice of Social Skills for 30 minutes, Calm Corners in all classrooms (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 3,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2022-2023	(F)Title IV Safe and Drug Free - \$1,000	<p>Criteria: 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>Less Referrals to Special Education for Emotional Disturbance, Less Outcrys for Suicidal/Self Harm, Less Referrals Anger Issues</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. ELAR & Writing: Scope and Sequence, Really Great Reading Phonics Program, Reading Academy, Reading Lab, Reading Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, Literacy Nights, Guest Readers, Library Program and Reading Incentives, Balanced Literacy, HMH Curriculum, Reading A to Z, Heggerty, mClass progress monitoring, TEKS Resource, Decodable Readers</p> <p>Math: Scope and Sequence, Math Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, Envision Curriculum, TEKS Resource</p> <p>Science: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, Fusion Curriculum, TEKS Resource, Science Fair Opportunity</p> <p>Social Studies: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, Social Studies Weekly, TEKS Resource (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.2,5.3,5.4)</p>	Assistant Principal(s), Content Area Teachers, Curriculum Supervisor(s), Principal	2022-2023	(F)ESSER3 6100 - \$200,000, (L)199 Dyslexia 6200 - \$20,000, (L)199 Dyslexia 6400 - \$10,000, (S)Local Funds - \$52,000	<p>Criteria: Writing Rubric mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment</p> <p>The percent of First grade students that score on grade level or above in Reading on mClass will increase from 56% to 71% by June 2024. The percent of Second grade students that score on grade level or above in Reading on mClass will increase from 59% to 74% by June 2024.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College Readiness: Guest Speakers, College Days Career Readiness: Guest Speakers, Career Days Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly, Vikings Volunteer Group Watch Dogs (share professions) (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2022-2023	(F)Title IV Safe and Drug Free - \$200	Criteria: Agenda School Expectations Event Calendar mClass for K-2 Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. UIL Events: Creative Writing, Story Telling; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair. X-STREAM Night, Character Book Parade, Character Book Pumpkin Reading Projects (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3)	Assistant Principal(s), Curriculum Supervisor(s), Lead Teacher(s), Librarian(s), Principal, Principal(s), Teacher(s)	2022-2023	(L)GT 6200 - \$500	<p>Criteria: Agenda School Expectations Event Calendar Placing at Events Lesson Plans Garden Sign Up</p> <p>Increase the number of students who are involved in Primary clubs and organizations.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Well Being: Self Care Information Weekly, Monday Message to Staff, SMORE Newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program, Teacher Relaxation Room (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2022-2023	(L)GT 6200 - \$1,000	Criteria: Visitors on SMORE site (Newsletter) Participation in events and programs Decrease annual staff turnover rate. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff Input: SBDM teacher membership, Grade Level and Content PLCs to give input (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3)	Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2022-2023	(L)GT 6200 - \$100	<p>Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda</p> <p>Maintain 100% of campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from - .01 % to 20 % by 2025</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Significant Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategy: Coordinate with Curriculum Supervisors, Director and Executive Director for needed Professional Development based on teacher input through Survey, Needs Assessment, and SBDM. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2022-2023	(L)GT 6200 - \$10,000	<p>Criteria: Professional Development Calendar and Attendance</p> <p>Maintain 100% of campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from - .01 % to 20 % by 2025.</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p>

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

Objective 4. (Objective 4) 2.4 Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and OtherBusiness Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategies: Department Meetings, Weekly Information on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2022-2023	(S)Local Funds - \$500	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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.3,3.4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2022-2023	(L)GT 6200 - \$100	<p>Criteria: Social Media Feed & Community Participation in Events</p> <p>Support District Long Term Goal of Increasing the number of non-parent community survey responses from % to % by 2025. (Need baseline Data)</p> <p>Increase the average satisfaction rate of survey respondents from % to % by 2025. (Need baseline data)</p> <p>05/08/23 - Completed 02/14/23 - On Track 11/09/22 - Some Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Main Strategies: Volunteers, Donations (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.4)	Principal, Teacher(s)	2022-2023	(L)GT 6200 - \$500	Criteria: Visitor Login, Donations Made Support District Long Term Goal of increasing the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025. 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress

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

Objective 3. (Objective 3) 3.3 Annually increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Main Strategies: Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary</p> <p>Need to create more opportunities for parents to be on campus: Watch DOGS, Reading Program, other events that parents can attend during the school day (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Curriculum Supervisor, Principal	2022-2023	(L)GT 6200 - \$5,000	<p>Criteria: Parent Feedback Survey, Likes on SMORE Newsletter</p> <p>"Support District Long Term Goal of Increase the number of parent community survey responses from 10% to 30% by 2025.</p> <p>Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question "I am satisfied with the quality of education at my child's campus.")</p> <p>05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress</p>

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

Objective 4. (Objective 4) 3.4 Annually increase Parent Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Main Strategies: Volunteers on Campus, Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary</p> <p>Need to Highlight the student engagement activities and specific communication to parents on opportunities available to students (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal	2022-2023	(L)GT 6200 - \$1,000	<p>Criteria: Sign in Forms for events, Visits to SMORE Newsletter</p> <p>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>

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

Objective 1. (Objective 1) 4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy: Campus SBDM Reviews and support Campus Plan for Budget Development, Adoption and Management Processes (Title I SW Elements: 1.1,2.1) (Target Group: All)	Principal	2022-2023	(L)GT 6200	Criteria: Budget Committee Meetings (At least 3 meetings during the budget cycle) Budget Workshop (At least 3 meetings before board adoption of budget) Community Advisory Meetings 05/08/23 - Completed (S) 02/14/23 - On Track 11/09/22 - Some Progress

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

Objective 2. (Objective 2) 4.2 Increase communication and clarity regarding the Coherent Debt Management Process(es)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy: Support District Plan for Debt Management Process(es) (Target Group: All)	Chief Financial Officer	2022-2023	(L)GT 6200	Criteria: Present debt management plan to the 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

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

Objective 3. (Objective 3) 4.3 Increase communication and clarity regarding Operational Effectiveness and Efficiency

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy: Support District Plan for Operational Effectiveness and Efficiency (Target Group: All)	Principal	2022-2023	(L)GT 6200	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

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

Objective 4. (Objective 4) 4.4 Increase communication and clarity of Critical Success Factors of Financial Stewardship

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy: Support District Plan for Communication of Critical Success and Factors of Financial Stewardship (Target Group: All)	Principal	2022-2023	(S)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 Primary has a diverse population of students including a variety of backgrounds and cultures. We have students from most ethnic populations, as well as military families and transfer students. Our enrollment has improved since last year, however it is still lower than typical years in the past. Our daily average attendance is still lower than typical.

Demographics Weaknesses

Our main weakness is our low enrollment and low daily attendance.

Demographics Needs

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

We need to create more opportunities to highlight and reward student attendance.

Demographics Summary

Our current attendance is 95% at the Primary

We currently have 27 Military Connected students.

We currently have 740 students enrolled. There are 377 students in the First grade and 363 students in the Second grade.

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

We have 18 first grade classrooms and 17 second grade classrooms.

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

We have a total of 71 staff members including teachers, paraprofessionals, and support staff.

We are a Title One campus.

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

This is our current student ethnic distribution:

Hispanic 403 %

White 290 %

Comprehensive Needs Assessment

Demographics Summary (Continued)

African American	8	%
American Indian	0	0%
Asian	8	%
Pacific Islander	0	0%
Two or More Races	31	4.3%

Student Achievement

Student Achievement Data Sources

STAAR current and longitudinal results

Student Achievement Strengths

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

1st and 2nd grade Beginning of Year (BOY) mClass scores improved when compared to last year's BOY scores.

Student Achievement Weaknesses

We still have a significant numbers of students behind grade level in academics.

Student Achievement Needs

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

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

Comprehensive Needs Assessment

Student Achievement Summary

See attachment for summary of scores.

School Culture and Climate

School Culture and Climate Strengths

The Primary is coupled with the Elementary 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.

School Culture and Climate Summary

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

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Most staff at the Primary campus are highly qualified for the area their position. We currently have one staff member that is on an emergency certification.

Staff Quality, Recruitment and Retention Weaknesses

We still have staff that need support due to newness to positions. The pool of applicants is not as broad as in the past.

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. We need to create more opportunities for mentoring and support for new teachers.

Staff Quality, Recruitment and Retention Summary

We are fully staffed at the Primary.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers wrote curriculum in grades PreK-4 together under the guidance of the curriculum supervisors and district curriculum and instruction director for PK-4. In addition, the documents created were housed in a shared Google Drive so all teachers could access them. Specifically, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments. TEKS Resource was added this year as a resource for teachers as well.

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

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Teachers at the Primary campus are in the second year of a new phonics curriculum and still need some support in its implementation.

Curriculum, Instruction and Assessment Needs

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

Curriculum, Instruction and Assessment Summary

Teachers have a well-written curriculum but are sometimes struggling with implementation. While it's improved since last year, there are still students scoring below or well below grade level in math and reading.

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

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

Comprehensive Needs Assessment

Family and Community Involvement Summary

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

School Context and Organization

School Context and Organization Strengths

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

We have two interventionists in reading to help our students who need additional reading instruction. We also have a dyslexia teacher that works with our students with dyslexia.

School Context and Organization Weaknesses

We would like to have smaller class size and additional part time tutors.

School Context and Organization Needs

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

School Context and Organization Summary

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

Technology

Comprehensive Needs Assessment

Technology Strengths

All classrooms have some sort of technology to help students with instructional engagement and aid the teacher in instruction. Most all instructional classrooms have a new Smart TV for instruction.

Technology Weaknesses

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

Technology Needs

Some of our classrooms still need the new Interactive TVs. We would also like more technology in the classrooms such as iPads or Chromebooks.

Technology Summary

Primary Campus current technology
43 Desktop Computers
39 Laptop Computers
8 Printers
12 Audio Systems
45 LCD Projectors
45 Document Cameras
38 SMART Boards
135 iPads
1 Fax Machine
1 Scanner
22 Kindles
410 Chromebooks includes PRI-ELEM Library
7 Interactive Displays

Comprehensive Needs Assessment Data Sources

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

Early Childhood Literacy 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

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

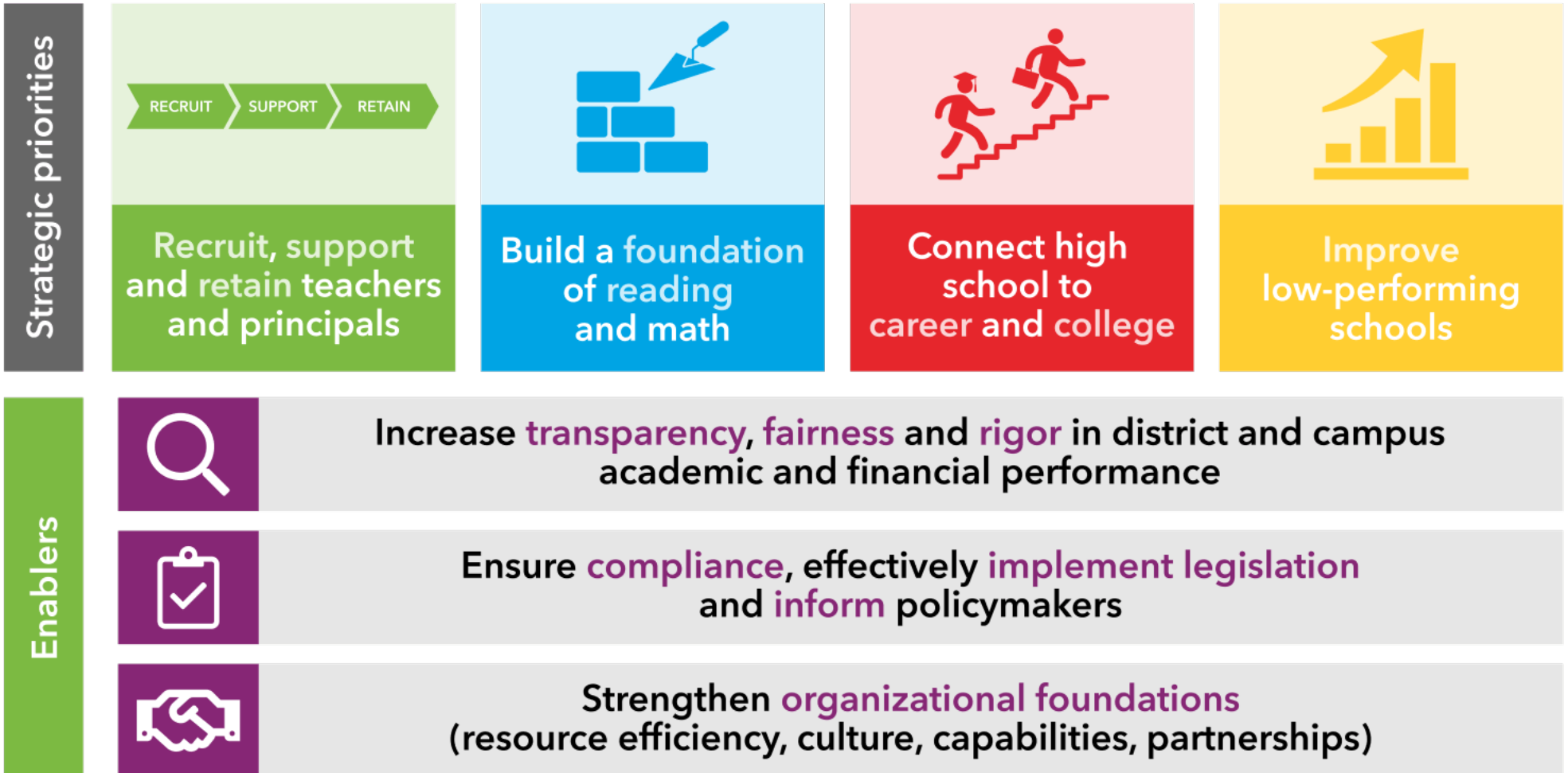
* See Chapter 4 of the 2019 Accountability Manual

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** See Appendix A of Texas' ESSA Plan

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

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



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

**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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Paraprofessional Alyssa Hernandez

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Flour Bluff Primary 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 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 <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 mClass (BOY, MOY, EOY) MTSS Intervention Plans Fountas & Pinnel Reading Assessment	The percent of First grade students that score on grade level or above in Reading on Mclass will increase from 56% to 71% by June 2024. The percent of Second grade students that score on grade level or above in Reading on Mclass will increase from 59% to 74% by June 2024.
		Math: WIN (What I Need) Intervention and Enrichment, Teacher Tutorials, Math and Science Nights, Prodigy, Envision	Unit Quizzes 9 Weeks Assessments EOY Math Assessment	The percent of First grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 80% by June 2024. The percent of Second grade students that score on grade level or above in math on the EOY District Based Assessment by Envision will increase from 50% to 65% by June 2024.
		Science & Health: Science Lab Elective Class, Math and Science Night, Guest Speakers, Field Trips (Pumpkin Patch, Boat Trip), Daily PE for 30 minutes, Hands on Activities, Brain Pop	Master Schedule Calendar of Events Projects Lesson Plans	Support District Long Term Goal of increasing all grades Science at Meets Grade Level or Above from 2019- 63% to 68% by 2025 (S=54%; ESC2=46%)
		Social Studies: Texas Public Schools Week, Guest Speakers, Veteran"s Day Assembly, Music Program, Brain Pop	Master Schedule Calendar of Events Projects Lesson Plans	Support District Long Term Goal of increasing all grades Social Studies at Meets Grade Level or Above from 2019- 64% to 69% by 2025 (S=55%; ESC2=48%)
	1.3CCMR	College Readiness: Guest Speakers, College Days	Agenda School Expectations Event Calendar	Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024.■
		Career Readiness: Guest Speakers, Career Days	Agenda School Expectations Event Calendar	Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024.■
		Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly	Agenda School Expectations Event Calendar	Support District Long Term Goal: The percentage of graduates that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 65% to 73% by August 2024.■
	1.4 Student Engagement	UIL Events: Creative Writing, Story Telling; Participation in After School Events: Open House, Math and Science Night, Literacy Night, Book Fair	Agenda School Expectations Event Calendar Placing at Events	Increase the number of students who are involved in Primary clubs and organizations.
		Co-Curricular: Classroom Gardens & Outdoor Classrooms	Lesson Plans Garden Sign Up	Increase number of students that utilize the outdoor classroom areas.
Goal 2: Faculty & Staff: Well-being, Professional	2.1 Faculty & Staff Engagement	Well Being: Self Care Information Weekly, Monday Message to Staff, SMORE Newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program	Visitors on SMORE site Participation in events and programs	Decrease annual staff turnover rate.
	2.2 Faculty & Staff Satisfaction	Staff Input: SBDM teacher membership, Grade Level and Content PLCs to give input	SBDM Calendar/Agenda PLC Calendar/Agenda	Maintain 100% of campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from -.01 % to 20 % by 2025.

Professional Development and Growth.	2.3 Professional Development Plans are Developed and Required for all Categories of Employees	Main Strategy: Coordinate with Curriculum Supervisors, Director and Executive Director for needed Professional Development based on teacher input through Survey, Needs Assessment, and SBDM.	Professional Development Calendar and Attendance	Maintain 100% of campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from -.01 % to 20 % by 2025.
	2.4 Annual Plan for Campus and Departmental Personnel on Procurement and other Business Processes	Main Strategies: Department Meetings, Weekly Infomation on Monday Message and Newsletter, Annual Training from Business Department for those that utilize funds.	Calendar and Attendance	Support District Long Term Goal of No findings on Annual Financial Report
Goal 3: Community Satisfaction and Engagement	3.1 Non-Parent Community Satisfaction	Main Strategies: Social Media Feed, Inviations to Events such as Math and Science Night, Membership on SBDM and other Committees	Social Media Feed & Community Participation in Events	Support District Long Term Goal of Increasing the number of non-parent community survey responses from % to % by 2025. (Need baseline Data) Increase the average satisfaction rate of survey respondents from % to % by 2025. (Need baseline data)
	3.2 Non-Parent Community Engagement	Main Strategies: Volunteers, Donations	Visitor Login, Donations Made	Support District Long Term Goal of Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025.
	3.3 Parent Satisfaction	Main Strategies: Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary	Parent Feedback Survey, Likes on SMORE Newsletter	Support District Long Term Goal of Increase the number of parent community survey responses from 10% to 30% by 2025. Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question "I am satisfied with the quality of education at my child's campus.")
	3.4 Parent Engagement	Main Strategies: Volunteers on Campus, Open Communication, performances, trips, campus events, weekly newsletter communication, and other communication as necessary	Sign in Forms for events, Visits to SMORE Newsletter	Support District Long Term Goal to increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025.
Goal 4: Financial Stewardship	4.1 Coherent Budget Development, Adoption and Management Processes	Strategy: Campus SBDM Reviews and support Campus Plan for Budget Development, Adoption and Management Processes	Budget Committee Meetings (At least 3 meetings during budget cycle) Budget Workshop (At least 3 meetings before board adoption of budget) Community Advisory Meetings	Support District Long Term Goal: Acceptable Level of Tolerance Measurement Completed Comparison of Final Adopted Budget to Actual Budget Revenue Projection Consistent with Adopted Calendar Expenditure Projection Consistent with Adopted Calendar
	4.2 Coherent Debt Management Process(es)	Strategy: Support District Plan for Debt Management Process(es)	Present debt management plan to budget committee, school board, and staff (Budget Committee Meetings, Board Meetings)	Support District Long Term Goal: Maintain a management system to track the primary factors used in rating municipal bonds: Economy – local, regional, and national Financial Performance Institutional Framework Leverage-Debt/EBITDA ratio
	4.3 Operational Effectiveness and Efficiency	Strategy: Support District Plan for Operational Effectiveness and Efficiency	Meeting with campusl lead teachers and administration (Discuss indicators result with appropriate district personnel)	Support District Long Term Goal: Life Cycles for Total Procurement Process Number of preventable accidents by vehicle category Risk Management and Prevention
	4.4 Communication of Critical Success Factors of Financial Stewardship	Strategy: Support District Plan for Communication of Critical Success and Factors of Financial Stewardship	Budget Workshop Public Meetings	Support District Long Term Goal: No findings on Annual Financial Report FIRST Rating Staff/Student Ratio