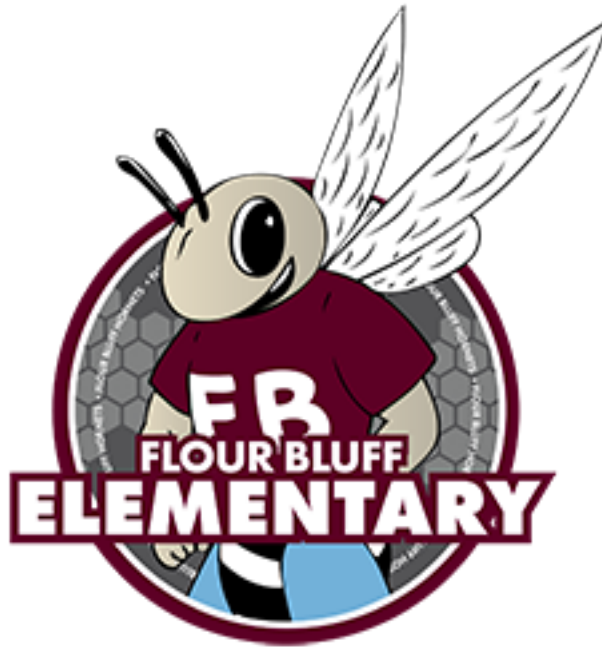


FLOUR BLUFF ELEMENTARY

Flour Bluff Elementary Campus Improvement Plan 2024/2025

"In Our Hornet Era!"



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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.

November 15, 2023 SBDM

Name	Position
Youngberg, Nikol	Principal
Shandy, Dr. Melonie	District Representative
Lynch, Nadine	Non-Teaching Certified Representative
Parker, Aaron	Business Representative
Cintron, Rachelle	Business Representative
Benitez, Chief	Community Representative
Holder, Joe	Community Representative
Gillenwater, Liz	Parent
Heavilin, DeeAnna	Parent
Baasel, Alena	Teacher-Yr1
Hillenburg, Darrell	Teacher-Yr2
Hobbs, Madeline	Teacher-Yr2
Mullins, Deidra	Teacher-Yr2
Atkinson, Michelle	Teacher-Yr2
Alvarado, Deborah	Teacher-Yr2
Cortinas, Allison	Teacher-Yr2
Beckwith, Misty	Teacher-Yr1
Burke, Brea	Teacher-Yr1
Flores, Marisa	Teacher-Yr1
Sanchez, Lillian	Teacher-Yr1
Soliz, Juan	Teacher-Yr1
Harms, Mardi	Paraprofessional

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

We would like to increase our average daily attendance this year.

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 96.23% (3rd-95.77%) (4th 96.68%).
This is the same as this time last year.

We currently have Military Connected is 34.

We currently have 752 students enrolled. There are 368 students in the 3rd grade and 384 students in the 4th grade.
This is an increase of about 30 student since last year at this time.

We currently have 122 transfer students from outside our immediate community.

We have 17 third grade classrooms and 17 fourth grade classrooms.
We have 3 self-contained special education classrooms for students with significant disabilities.

Comprehensive Needs Assessment

Demographics Summary (Continued)

We have a total of 82 staff members including teachers, paraprofessionals, and support staff.

We are a Title One campus. We have 55% 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:

54% Hispanic

40% White

1% African American

0% American Indian

1% Asian

0% Pacific Islander

4% Two or More Races

Student Achievement

Student Achievement Strengths

Highlights:

Reading & Language Arts (STAAR)

3rd Above State & Region in Approaches

4th Above State & Region in Approaches & Masters

Mathematics (STAAR)

3rd Above State & Region in Approaches, Meets, & Masters

4th At State & Region in Approaches, At State in Meets, and Above State & Region in Masters

Student Achievement Weaknesses

Areas of Improvement:

Reading & Language Arts (STAAR)

3rd Improve Meets Performance

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

4th Continue Overall Growth

Mathematics (STAAR)

Dropped Significantly in 3rd & 4th Grades

3rd Continue Overall Growth

4th Continue Overall Growth (Individual Student Growth)

Student Achievement Needs

ACTION PLAN

Curriculum Alignment:

ECC, Primary, and Elementary Principals and Curriculum Supervisors will meet with regularly to review local assessment data to drive instruction and support in the classrooms. Math and RLA teachers will meet with the Principal and Curriculum Supervisor before the start of each six weeks to review data, curriculum expectations, and discuss needs for the following six weeks' instruction.

Math and RLA Teachers will meet weekly in Professional Learning Communities with an agenda that is focused on curriculum and instruction.

Professional Development:

Provide ongoing professional development opportunities to enhance content knowledge and effective instructional strategies.

August training on Features of Effective Instruction for K-4.

October training "STAAR Crush" on effective instructional strategies on STAAR Math for Grades 3-5

October training "Writing ECRs for STAAR" on effective instructional strategies on STAAR RLA for 3-5

Prior to the start of the school year and then ongoing as needed, provide professional development on Resources and Curriculum that are being utilized for instruction so that it is implemented with fidelity and rigor.

Teacher Support:

Establish mentorship programs where experienced math and RLA teachers can support and guide new teachers.

Create communities of practice where teachers can collaborate, share best practices, and problem solve challenges related to teaching math and RLA.

Frequent observations and coaching for teachers that are struggling with content and/or instruction.

Common Planning time for teachers with the same grade/content.

Data Analysis:

Utilize DMAC for collecting and analyzing data on student performance in math and RLA to identify areas that need improvement and track progress over time.

Utilize and track formative assessments that allow timely feedback to students and adjust instruction accordingly.

Individual Teacher Data meetings with Principal, Curriculum Supervisor, and Assistant Principal to discuss student progress and address needs that arise. (Sept.Jan.March)

Intervention and Support:

"WIN" (What I Need) Time built in the master schedule. Provides 25-30 minutes of accelerated instruction during the school day.

After or Before School Tutoring to provide 30-60 minutes of intervention or support for concepts.

Title One Tutors (One Math and One Reading) that will work from October to April that focus on STAAR Prep.

STAAR SATURDAY SWARM three-four times in the Spring to engage students in test preparation, testing strategies, and content practice for the STAAR.

Comprehensive Needs Assessment

Student Achievement Summary

School Culture and Climate

School Culture and Climate Strengths

The Elementary staff supports and encourages each other even when things are difficult. They are professional and take pride in our campus and care in their work with students.

School Culture and Climate Weaknesses

Working in a school setting can be a stressful. Teachers and staff need to be supported or they can easily get overwhelmed and frustrated.

We have several students (over 200) that have special needs including significant mental health and emotional needs, and academic needs, including dyslexia. We are trying to provide more support for teachers in helping these students.

Teachers are feeling overwhelmed with the amount of resources and technology new to them this year. We are trying to give grace and providing as much support as possible to assist with these academic improvement changes.

School Culture and Climate Needs

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

We need additional certified staff to aid with students in our special populations. We plan to hire tutors as well.

School Culture and Climate Summary

Comprehensive Needs Assessment

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 for the high academic expectations we have, 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. We are also hopeful that our new diagnostic assessments will help guide and improve instruction and learning for ALL students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All teaching staff at the Elementary campus are highly qualified. We provide mentors to all new staff and a specific paid mentor to teachers brand new to the teaching field. Our teams are large, however they work collaboratively in Professional Learning Communities each week to ensure our students are successful and to provide support to one another.

We have ten teachers that earned Teacher Incentive Allotments this year.

Staff Quality, Recruitment and Retention Weaknesses

We have more and more new staff each year. This transition takes time to learn all the new components of a campus and for some new to teaching, it is also a hands on learning era for them.

Staff Quality, Recruitment and Retention Needs

We need time for teachers to collaborate and for new teachers to observe and work with more experienced teachers. We need to provide compensation that is competitive with surrounding districts.

We need to develop ways for all teachers to be able to earn Teacher Incentive Allotments.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

We are fully staffed. Our staff work collaboratively on a daily basis to ensure our students well-being and academic success.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers wrote curriculum in the summer. In addition, the documents created were housed in a shared Google Drive so all teachers could access it. Specifically, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments, The team will continue to fine-tune the instructional focus documents as the year progresses and updates are needed. We also have access to TEKS Resource this year.

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.

This year we have added additional resources to help guide instruction and intervention which includes mClass Intervention and IXL for Mathematics and Reading. Teachers also have access to new technology resources such as Lumio and Go Guardian.

Curriculum, Instruction and Assessment Weaknesses

Teachers are learning several new programs that serve as resources and/or components of their curriculum.

Curriculum, Instruction and Assessment Needs

Teachers need time to plan and evaluate assessments and instruction, including implementation of new resources.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

We have solid resources and curriculum and have added several things to enhance and guide effective instruction. Teachers need time and practice with the new resources which includes a new science adoption, new intervention and classroom resources, and new technology enhancements.

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, visitors are not allowed on campus as much as in the past. However we have added some opportunities for parents to come on campus more during the school day including Birthday Lunches and Perfect Attendance Lunches. We are working on more opportunities for parents to come on campus to volunteer; currently we have our Watch DOGs program which is open to those with cleared background checks and completed orientation of the program.

Family and Community Involvement Needs

We need to create more events and opportunities for parents to be involved at school.

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

Comprehensive Needs Assessment

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 were able to hire an additional dyslexia teacher for the Elementary campus.

School Context and Organization Weaknesses

We would like to have smaller class sizes.

School Context and Organization Needs

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

School Context and Organization Summary

The school day at the elementary is a balanced day that provide academic instruction in core and other content, but also priorities students overall well-being and growth socially, emotionally as well.

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

We would like to get more ipads for the classrooms and keep our outdated technology up to date by purchasing newer equipment when necessary.

Technology Summary

Our campus is adequately equipped with technology and resources. We need more training and practice with the equipment and resources. We also need to keep up with a replacement schedule for technology.

FLOUR BLUFF ELEMENTARY

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

Objective 1. (Objective 1) 1.1 Safety and Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1A - Monitor and systematically assess the implementation of security processes and policies. (Target Group: All,AtRisk) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	2024-2025	(F)Title IV Safe and Drug Free	Criteria: 1.1.1A - Pass annual intruder detection audits.
2. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,3.4,5,5.4)	Assistant Principal(s), Attendance Clerks, Content Area Teachers, Curriculum Supervisor(s), Principal, Truancy Officer	2024-2025	(F)Title IV Safe and Drug Free - \$2,000	Criteria: 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. Goals 1.1B -1.1B - Attendance goal for the year is 96%. 1.1B -1.1B - Reduce number of students in ISS and OSS by 25% 1.1B -1.1B - Reduce number of failing students at semester and end of year. 1.1B -100% of students get monthly Character Education lessons from the counselors.

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 1.2 Annually increase 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. 1.2A - Monitor alignment between written, taught, and assessed curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2)</p>	<p>Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s)</p>	<p>2024-2025</p>	<p>(L)199-Local Funds - \$30,000</p>	<p>Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)</p> <p>Annual Goals 1.2 - Earn a "B" Rating. The percentage of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 51% and STAAR Math will increase from 42% to 45%. The percentage of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 56% and STAAR Math will increase from 41% to 45%.</p>
<p>2. 1.2B - Monitor and assess the campus' Professional Development program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,3,3.1,3.3,4,4.1,5,5.1)</p>	<p>Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal</p>	<p>2024-2025</p>	<p>(L)199-Local Funds - \$20,000</p>	<p>Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)</p> <p>Annual Goals 1.2 - Earn a "B" Rating.</p>

FLOUR BLUFF ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				<p>The percentage of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 51% and STAAR Math will increase from 42% to 45%. The percentage of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 56% and STAAR Math will increase from 41% to 45%.</p>
<p>3. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal</p>	<p>2024-2025</p>	<p>(L)199-Local Funds</p>	<p>Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)</p> <p>Annual Goals 1.2 - Earn a "B" Rating. The percentage of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 51% and STAAR Math will increase from 42% to 45%. The percentage of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 56% and STAAR Math will increase from 41% to 45%.</p>

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
<p>1. In order to support the High School in the following: 1.3A - Increase and sustain TSI testing opportunities and passing rate 1.3B - Increase and sustain enrollment in College Prep Courses. 1.3C - Increase and sustain enrollment in Dual Credit Courses.</p> <p>The Elementary will complete the following strategies: Guest Speakers during the year, Career Days, Highlight Watch Dog Professions, Wednesday College and Career Highlights, Team Building through Positivity Project Lesson (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)</p>	<p>2024-2025</p>	<p>(O)950-Principal Discretion - \$1,000</p>	<p>Criteria: Calendar of Events for all activities</p>

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

Objective 4. (Objective 4) 1.4 Increase student involvement in high-quality extra/co-curricular activities and clubs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1.4A - Raise awareness of available extra/co-curricular activities/clubs.</p> <p>These will include: UIL Events (Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art); 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 SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)</p>	<p>Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)</p>	<p>2022-2023</p>	<p>(O)950-Principal Discretion - \$500</p>	<p>Criteria: "Agenda School Expectations Event Calendar Placing at Events" Increase the number of students who are involved in clubs and competitions</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies 2.1A - Strategic Staffing based on course counts and essential needs. 2.1B - Strategic extracurricular staffing based on student needs and interests. 2.1C - Competitive compensation for all categories of employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal	2024-2025		Criteria: Campus Evaluation Decrease annual staff turnover rate.

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

Objective 2. (Objective 2) 2.2 Faculty & Staff Satisfaction 2.2 Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2A - Annual evaluation of attendance at Professional Development. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,5,5.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2024-2025	(F)211-Title 1 - \$5,000	Criteria: 2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria)
2. 2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2)	Assistant Principal(s), Principal	2024-2025		Criteria: 2.2B - Bi-Annual TTESS Calibrations (Google Forms)
3. 2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,4,4.1,5,5.1,5.2)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2024-2025		Criteria: 2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings.

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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
2.3 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.3A - Implement and systematically sustain Wellness Event Activities and Promotions. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2024-2025		Criteria: 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. 2.3B - Implement and Systematically Sustain Staff Recognitions. Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program, Monday Message to Staff, SMORE Newsletter, (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3)		2024-2025	(O)950-Principal Discretion - \$500	Criteria: 2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events.
3. Support District Strategies 2.3C - Implement and Systematically Sustain Staff Feedback Protocols 2.3D - Sustain and Enhance School Emergency Operations & Procedures (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2024-2025		Criteria: 2.3C&D - Listen, Learn, and Adjust from Staff Feedback Campus Monthly Staff Meetings Campus SBDM Meetings

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Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 1. (Objective 1) 3.1 Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 3.1A - Systematically monitor and sustain family engagement activities.</p> <p>Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)</p>	Principal	2023-2024	(F)211-Title 1 - \$1,000	<p>Criteria: 3.1A - Calendar monitoring of campus engagement events.</p> <p>Annual Goals 100% of events on the campus events calendar occurred. Parent Survey Questions Volunteer Total Year to Year</p>
<p>2. 3.1B - Monthly Family Engagement Opportunities. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)</p>	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal(s)	2024-2025	(F)211-Title 1 - \$1,000	Criteria: 3.1B - Family Participation Monitoring (Sign-In Sheets)
<p>3. 3.1C - Continuous improvement for Volunteer opportunities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.4)</p>	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal	2024-2025		Criteria: 3.1C - Volunteer Participation Monitoring

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Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 2. (Objective 2) 3.2 Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Support District Strategies below with Watch Dogs Program, Host Mentors, HEB Share your Christmas 3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. 3.2C - Increase and sustain district-wide participation with the Corpus Christi Food Bank and local food ministry partners. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (ESF: 3,3.4)</p>	<p>Assistant Principal(s), Content Area Teachers, Counselor(s), Principal</p>	<p>2023-2024</p>	<p>(O)950-Principal Discretion - \$500</p>	<p>Criteria: 3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) 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.</p>

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Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 3. (Objective 3) 3.3 Increase Local, State, Federal, & Governmental Relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will support district strategies: 3.3A - Increase Communication with Local, State, Federal, and Government Agencies 3.3B - Increase Participation with Local, State, Federal, and Government Agencies (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2023-2024		Criteria: 3.3A - Governmental Agency Monitoring Calendar (Monthly)

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 1. (Objective 1) 4.1 Transparent and Effective Budget Development and Management System

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), ELA Curriculum Supervisor	2023-2024		Criteria: District 4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 2. (Objective 2) 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.2A - Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Securing Buildings/Facilities (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2023-2024		Criteria: District and Campus Assessments/Reports: 4.2 - District/Campus Facility Assessments 4.2 - District Demographic Report 4.2 - District Financial Advisor Report

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Goal 4. (Goal 4) Financial Stewardship

Objective 3. (Objective 3) 4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.3A - Expenditure Projection Plan 4.3B - Maximizing Existing Funding/Grant Opportunities 4.3C - Energy Management 4.3D - Effectively utilize the Work Order System (FMX) (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2023-2024		Criteria: Campus Input/Participation in the following District Evaluation Methods: 4.3A - District Alignment of Expenditures and Revenues 4.3B - District and Campus Increase funding and grant opportunities 4.3C - District Establish energy management program through Long Range Planning Committee.

Resources

Resource	Source
211-Title 1	Federal
255-Title II	Federal
199-Local Funds	Local
950-Principal Discretion	Other
State Comp. Ed.	State