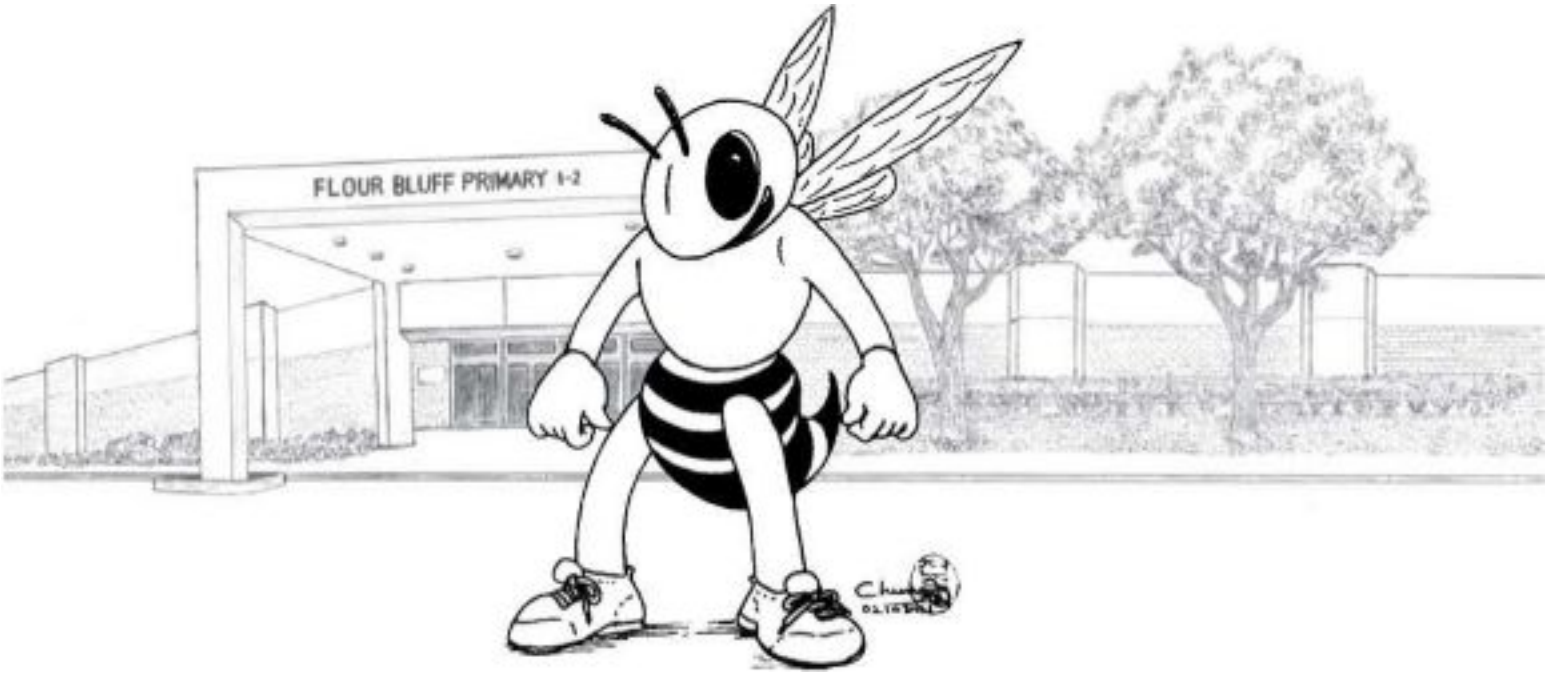
FLOUR BLUFF PRIMARY

Flour Bluff Primary Campus Improvement Plan
2026/2027

"Your Story Starts Here"



Jessica Gutierrez
537 Hustlin' Hornet
361-694-9699
jgutierrez@flourbluffschools.net

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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.

FLOUR BLUFF PRIMARY Site Base

Name	Position
Salinas, Mario	Technology
Gutierrez, Jessica	Principal
Debler, Ashley	Curriculum Supervisor
Norman, Jennifer	Assistant Principal
Stark, Heather	Counselor
Alvarado, Alissa	Teacher - Year 2
Cade, Staci	Director of CTE - Year 2
Hillenburg, Danielle	Teacher - Year 2
Martinez, Yvonne	Teacher - Year 2
Schillinger, Tanya	Teacher - Year 2
Mayo, Shannon	Teacher - Year 2
Gross, Shelby	Teacher - Year 2
Rolf, Julie	Teacher - Year 2
Perez, Annamaria	Teacher - Year 2
Giannini, Amber	Paraprofessional - Year 2
Powers, Christella	Paraprofessional - Year 2
Clark, Angela	Business Rep - Year 2
Eastep, Lindsey	Parent - Year 1
Mica, Calleigh	Parent - Year 1
Blackmar, Savannah	Parent - Year 1
Easter, Daniel	Teacher - Year 1
Hoover, Mandi	Teacher - Year 1
Bright, Monette	Community Member - Year 1

FLOUR BLUFF PRIMARY

Goal 1. Students: Well-being and academic success

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. Strategies: Integrate Centegix panic alarm system, all staff safety trained, armed officer on campus, weekly door sweeps. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	2026-27	(F)Title IV 6200	Criteria: Pass all intruder audits with no findings.
2. Monitor and systematically assess the implementation of the district's counseling program. Strategies: regular guidance lessons, military counselor, PBIS, Hornet Hive, Daily Unstructured recess for development and practice of social skills for 30 mins, calm corners in all classrooms. (Target Group: All)	Counselor(s), Principal(s), Teacher(s)	2026-27	(F)Title IV Safe and Drug Free	Criteria: 100% of students get bi-weekly Character Education lessons from the counselors.
3. Evaluate attendance, discipline, and grades in data meetings. (Target Group: All)	Assistant Principal(s), Case Manager(s), Counselor(s), Curriculum Supervisor, Dyslexia Teacher(s), Principal, Teacher(s)	2026-27	(S)State Comp. Ed.	Criteria: Reduce the number of failures by 10%
4. Increase attendance to 96%. Main strategies: communication/information about attendance sent to parents, incentives and awards, publicize rate to students and families. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Administration Attendance Clerk, Principal, Teacher(s)	2026-27	(S)Local Funds	Criteria: Increase attendance rate to 96%.

FLOUR BLUFF PRIMARY

Goal 1. Students: Well-being and academic success

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
1. Monitor alignment between written, taught, and assessed curriculum. ELAR & Writing: Scope and Sequence, Fundations Phonics Program, Reading Academy, Reading Lab, Teacher Tutorials, WIN (What I Need Time) Intervention and Enrichments, Guest Readers, Library Program and Reading Incentives, Science of Reading, HMH Curriculum, Heggerty, mClass progress monitoring, TEKS resource, Geodes decodable readers, Progress Learning 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, Progress Learning Science: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, McGraw-Hill curriculum, TEKS resource, Science Fair Opportunities, Progress Learning Social Studies: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, Social Studies Weekly, TEKS resources, Progress Learning (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2025-26	(F)ESSER3 6100, (L)199 Dyslexia 6200, (L)199-Dyslexia, (S)Local Funds	Criteria: Criteria: Writing Rubric, mClass (BOY, MOY, EOY) MTSS Intervention Plan The percent of 1st grade students that score on grade level or above in Reading on mClass will increase to 70% by May 2027. The percent of 2nd grade students that score on grade level or above in Reading on mClass will increase to 70% by May 2027.
2. Monitor and assess the district's Professional Development program. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Curriculum Supervisor, Directors, Principal	2026-27	(L)199 C&I	Criteria: Teachers and staff will be prepared and trained for all programs and campus/district goals. End of year staff survey will be positive.

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Goal 1. Students: Well-being and academic success

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
3. Enhance and sustain PLCs/Data Meeting protocols at the campus level. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Content Area Teachers, Curriculum Supervisor, Lead Teacher(s), Principal	2026-27	(S)Local Funds	Criteria: Follow PLC calendar to enhance professional learning and student achievement.

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Goal 1. Students: Well-being and academic success

Objective 3. 1.3 Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College Readiness: Guest speakers, college shirt days Career Readiness: Guest speakers, Career Day Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly WatchDOGS will share their profession with students (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2026-27	(S)Local Funds	Criteria: Support District Long Term Goal: By 2028, the district will increase the CCMR percentage from 53% to 88%.

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Goal 1. Students: Well-being and academic success

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. UIL Events: Creative Writing, Story Telling, Music Memory, Chess Puzzles, add Performance Based Art Participation in After School Events: Fall/Spring Open House, Book Fair, X-STREAM Night, Character Book Parade, Classroom Garden Plots Clubs: Running Club, Student Council, Anchored4Life (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2026-27	(F)Title I 6300	Criteria: Criteria: Agendas, School Expectations, Event Calendar, Lesson Plans, Garden Sign Up Increase the number of students who are involved in Primary clubs and organizations and events.

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 1. 2.1 Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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)	Principal	2026-27	(S)Local Funds	Criteria: Campus evaluation Decrease in annual staff turnover rate

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 2. 2.1 Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annual evaluation of attendance at Professional Development. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Curriculum Supervisor, Director for Federal and State Programs, Directors, Lead Teacher(s), Principal	2026-27	(F)Title I 6200, (F)Title II 6200, (F)Title IV 6200	Criteria: Increase and sustain 100% of all staff participating in relevant professional development annually. (Eduphoria)
2. Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Director for Federal and State Programs, Principal	2026-27	(S)Local Funds	Criteria: 100% of TTESS Appraisers will have participated annually in both TTESS calibrations.
3. Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. Participation in Islander Resident Teacher Program. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Director of Special Education, Assistant Principal(s), Curriculum Supervisor, Director for Federal and State Programs, Principal	2026-27	(F)Title I 6200	Criteria: Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings. Goal to hire Residents at FBISD.

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 3. 2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and systematically sustain Wellness Event Activities and Promotions. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Executive Director of Comm. & Community Relations, Executive Director of Human Resources, Principal	2026-27	(S)Local Funds	Criteria: Annual Wellness Event Tracking. (District Activity List) Participation in Fitness Friday
2. Implement and Systematically Sustain Staff Recognitions. (Target Group: All) (Strategic Priorities: 1)	Executive Director of Comm. & Community Relations, Superintendent	2026-27	(S)Local Funds	Criteria: Monthly Legacy Leaders Luncheons and Annual Staff Appreciation Events. Increase staff retention rates.
3. Implement and Systematically Sustain Staff Feedback Protocols (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	2026-27	(S)Local Funds	Criteria: Listen, Learn, and Adjust from Staff Feedback Feedback Data Survey and Continuous Improvement Reports
4. Well Being: Counselor Self Care Newsletters, Sunday Message to Staff, SMORE newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2026-27	(L)GT 6200	Criteria: Criteria: Visitors on SMORE site, Participation in events and Programs Decrease annual staff turnover
5. 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: 1,2)	Assistant Principal(s), Curriculum Supervisor, Lead Teacher(s), Principal, Teacher(s)	2026-27	(L)GT 6200	Criteria: Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda Maintain 100% of campus educators and paraprofessionals as Highly Qualified. Increase the number of teachers that qualify for local Teacher Incentive Allotment to 25% by

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 3. 2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				June 2026

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Goal 3. Community satisfaction and engagement

Objective 1. 3.1 Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically monitor and sustain family engagement activities. Strategies: Open communication, SeeSaw app, Facebook posts, performances, trips, campus events, weekly newsletter communication, WatchDOGS, birthday and attendance lunches, Counselor podcast (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	2026-27	(L)GT 6200	Criteria: Calendar monitoring of campus engagement events. (District & Campus Events Calendar) 100% of events on the district and campus events calendars occurred.
2. Increase Family Engagement Opportunities XSTREAM Night, Open House, Watchdogs, Family Dance, Music Performances, Picnic, Counselor Chats (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2026-27	(L)GT 6200	Criteria: Family Participation Monitoring (Sign-In Sheets) Parent Survey Questions
3. Continuous improvement for Volunteer opportunities: WatchDOGS, PTO, Room Parents, parents to help with copies and classroom needs, chaperones for field trips, Book Fair helpers, Picture Day helpers, Field Day (Title I SW Elements: 1.1,2.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2026-27	(S)Local Funds	Criteria: Volunteer Participation Monitoring (HR Volunteer List) Volunteer Total Year to Year

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Goal 3. Community satisfaction and engagement

Objective 2. 3.2 Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase and sustain opportunities to host community events. (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s)	2026-27	(F)Title IV 6300, (S)Local Funds	Criteria: Monitor the District Calendar of scheduled events. (MOY Facility Request Software) EOY Facility Request Software Report
2. Sustain volunteer opportunities aligning with community needs. Thanksgiving for 1000 Anchored 4Life District Clothing Closet (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Principal	2026-27	(F)Title I	Criteria: Monitoring frequency of campus and district community service projects. (MOY) EOY Community Service Projects Report Work with athletics and academics to get teams year round.

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Goal 3. Community satisfaction and engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 Red Ribbon Week ESD Fire Truck Visit (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2026-27	(S)Local Funds	Criteria: Governmental Agency Monitoring Calendar (monthly)

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Goal 4. Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sustain Proactive Budget Workshops (Target Group: All)	Chief Financial, Bus, & Operations	2026-27	(S)Local Funds	Criteria: Monthly budget parameter updates (April through August)
2. Implement and Sustain Budget Parameter Memo (Target Group: All)	Chief Financial, Bus, & Operations	2026-27	(S)Local Funds	Criteria: Monthly financial reports

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Goal 4. Financial Stewardship

Objective 2. 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and Sustain Long-Range Facility Plan - New Facilities (Target Group: All)	Chief Financial, Bus, & Operations, Superintendent	2026-27	(S)Local Funds	Criteria: District/Campus Facility Assessments Demographic Report Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed
2. Create and Sustain Long-Range Facility Plan - Current Facilities (Target Group: All)	Chief Financial, Bus, & Operations, Superintendent	2026-27	(S)Local Funds	Criteria: District/Campus Facility Assessments Demographic Report Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed

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Goal 4. Financial Stewardship

Objective 3. 4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expenditure Projection Plan (Target Group: All)	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2026-27	(S)Local Funds	Criteria: Alignment of Expenditures and Revenues
2. Maximizing Existing Funding/Grant Opportunities (Target Group: All)	Directors, Principal, Superintendent	2026-27	(S)Local Funds	Criteria: Increase funding and grant opportunities
3. Energy Management (Target Group: All)	Chief Financial, Bus, & Operations, Director of Facilities	2026-27	(S)Local Funds	Criteria: Establish energy management program through Long Range Planning Committee.
4. Effectively utilize the Work Order System (FMX) (Target Group: All)	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2026-27	(S)Local Funds	Criteria: Quicker turnaround time (baseline data needed)

Resources

Resource	Source
Title I	Federal
Title II	Federal
Title III Bilingual / ESL	Federal
Title IV	Federal
GT 6200	Local
State Comp. Ed.	State

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance data
Community 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.

Demographics Weaknesses

Our current weakness is declining enrollment and struggling attendance rate. Our attendance rate has increased the last few years but we want to continue to encourage students to come to school.

Demographics Needs

We want to increase our enrollment through transfer students and in-district students that may have selected home, charter or private options previously.

We are working to create more opportunities to highlight and reward student attendance. Additionally, we are working to educate parents about the importance of good attendance.

Demographics Summary

Our current attendance is 95.14% at the Primary.
We currently have 43 Military Connected students.
We have 625 students enrolled. There are 314 1st graders and 311 2nd graders.
We currently have 120 transfer students from outside our immediate community.

Demographics Summary (Continued)

We have 14 1st grade classrooms and 15 second grade classrooms.
We have 3 self contained special education classrooms for students with significant disabilities. There is one SPED lab to help students work on their goals.
We have a total of 81 staff members including teachers, paraprofessionals and support staff.
We are a Title One campus.
We are a Purple Star campus.

Student Achievement

Student Achievement Data Sources

CIRCLE and mCLASS

Student Achievement Strengths

Reading (mclass)

- 1st Grade - 3% increase

- Letter Names - 7% increase
- Letter Sounds 4% increase
- Decoding Nonsense Words - 3% increase
- Word Reading - 14% increase
- Reading Fluency - 9% increase
- 2nd Grade - 0% increase - maintained
- Word Reading - 5% increase

Mathematics (IXL)

- IXL assessment
- 1st grade Growth - 63.76%
- 2nd grade Growth - 52.25%

Comprehensive Needs Assessment

Student Achievement Weaknesses

Reading (mClass)

- Fluency
- ORF (oral reading fluency) - 1st and 2nd grade
- Letter Sounds - 2nd
- Decoding - 2nd
- Comprehension
- MAZE - 2nd

Mathematics (IXL)

- Fluency
- fact fluency with addition and subtraction
- Place Value

Student Achievement Summary

Reading

- Implementing phonics program - Fundations
- ELAR Fluency program
- Utilize DMAC and mClass data to adjust lessons, curriculum and instructional practices

Math

- New Math textbook - Envision
- Progress Learning program
- Math Fluency program
- New Math TEKSReady BOY & EOY testing
- Utilize DMAC and Progress Learning data to adjust lessons, curriculum and instructional practices

Schoolwide

- Professional Learning Communities will meet biweekly with a focused agenda on curriculum and grade level data
- Data meetings will be held every 4 weeks with administrators
- Frequent classroom observation and coaching
- WIN time for 1 hour per day to provide enrichment, tier 2 and 3 instruction
- Common assessments for RLA and Math every 9 weeks for 2nd grade

Student Achievement Summary (Continued)

School Culture and Climate

School Culture and Climate Data Sources

Staff surveys and/or other feedback

School Culture and Climate Strengths

Pride and Satisfaction
Proud to work for the district and believe in the leadership of the superintendent
Respect and Relationships
Respectful treatment from direct supervisors, supportive coworkers, and a “family” atmosphere
Community Engagement
Close-knit community, district spirit, and supportive culture.

School Culture and Climate Weaknesses

Fairness and Favoritism
Staff Morale: Several respondents mentioned low morale due to staffing changes
SPED and Inclusion
Support of the Special Education program
Compensation, Facilities, and Infrastructure
District and Campus Communication
Training and Resources

School Culture and Climate Summary

Overall, Primary staff take pride in their work, value their colleagues, and feel connected to the district’s mission. However, recurring concerns around fairness, morale,

School Culture and Climate Summary (Continued)

communication, and SPED services must be addressed to maintain trust and improve staff retention. With the passage of Bond 2025 and strong leadership at the district level, there is a clear opportunity to address these issues, strengthen internal culture, and build upon the positive foundation already in place.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

This is the third year hosting the Islander Resident Teacher Program. We have five residents that will be working with our teachers all year long. This program is exciting in that we will be able to train our own future teachers.

Staff Quality, Recruitment and Retention Weaknesses

We have had to cut position in SPED staff. This has added additional case management to SPED staff.

Staff Quality, Recruitment and Retention Needs

We are working to create learning opportunities for new staff. We continue to work on alignment between campuses.

Staff Quality, Recruitment and Retention Summary

We are fully staffed!

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Teachers wrote curriculum during the summer under the guidance of curriculum supervisors. 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 resources 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. We are continuing with the phonics program, Fundations, that we also use for Dyslexia. Students coming up from the ECC have a good foundation with this program.

The Texas Reading Academies professional development for teacher, administrators and district level staff in Kinder through 3rd grade enhances teacher effectiveness and student achievement. We are training our staff on campus in the Reading Academies.

Curriculum, Instruction and Assessment Weaknesses

This year we are working with a new Math adoption and supplemental program with Progress Learning.

Although we have used these before, it is taking some adjustments with their updates to the program.

Curriculum, Instruction and Assessment Needs

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

Data meetings will be more frequent. Additionally, we have made our assessments more consistent between the grade levels.

Family and Community Involvement

Family and Community Involvement Strengths

Parents have many avenues to communicate and be a part of 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 to. Additionally, the campus has established a PTO

Family and Community Involvement Strengths (Continued)

Board where parents and community members can become more involved. We have a wonderful and supportive community.

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.

Family and Community Involvement Needs

The Primary campus is continuing to add additional opportunities for parents to come to campus during the school day.

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 scial, emotional and academic growth and learning, including a 30 minute unstructured recess, structured PE, electives (which include library instruction, classroom guidance, STEAM lab and music) and classroom meeting time.

We have have two interventionists in reading to help our students who need additional reading instruction. We also have two dyslexia teachers that work with our students with dyslexia.

We have extended our WIN time to 1 hour. This allows for an special interventionist to pull from that time and students miss less classroom instruction.

School Context and Organization Weaknesses

We would like to have smaller class sizes and additional part time tutors to meet the needs of intervention with small groups.

Additionally, we would like to expand electives to include art.

School Context and Organization Needs

We need additional interventionist support for classrooms that have high numbers of students that are behind.

School Context and Organization Summary

We have a full day of learning and experiences 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 fill the gaps of students who struggle with basic reading and math skills.

Technology

Technology Strengths

All classrooms have a new technology display to help students with instructional engagement and aid the teacher in instruction.

We have added a charging station in most classrooms to keep technology in the classroom.

Technology Weaknesses

A large portion of our classroom technology is aging and costly to repair or replace. We are unable to replace the technology and grow our supply at the same time.

Technology Needs

Comprehensive Needs Assessment

We would like more ipads and Chromebooks in the classroom to make complete class sets and get to a 1:1 ratio.

Technology Summary