FLOUR BLUFF PRIMARY
2024-2025 Flour Bluff Primary Campus Improvement Plan
2024/2025

"Primary Proud"

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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

FLOUR BLUFF PRIMARY Site Base

Name	Position
Estevanes, Shawnee	Teacher
Goldsmith, Christine	Teacher
Lizcano, Claudia	Teacher
Radley, Marisa	Teacher
Ames, Cindy	Teacher
Chavez, Laura	Teacher
Breazeale, Joanna	Assistant Principal
DeJong, Caryn	Paraprofessional
Salinas, Mario	Technology
Barganski, Linda	Assoc. Superintendent
Jaime, Amanda	Parent
Duran, Noranda	Parent
Barmore, Amanda	Community Member
Powell, Sandy	Community Member
Davis, Jessica	Business Rep
Carden, Dora	Business Rep
Gutierrez, Jessica	Principal

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)	2024-2025	(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, daily positivity project, military counselor, social worker, PBIS, Daily Unstructured recess for development and practice of social skills for 30 mins, calm corners in all classrooms. (Target Group: All)	Counselor(s)	2024-2025	(F)Title IV Safe and Drug Free - $1,000	Criteria: 100% of students get bi-weekly Character Education lessons from the counselors.
3. Evaluate attendance, discipline, and grades every four weeks in data meetings. (Target Group: All)	Assistant Principal(s), Case Manager(s), Counselor(s), Curriculum Supervisor, Dyslexia Teacher(s), Principal, Teacher(s)	2024-2025	(S)State Comp. Ed. - $500	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)	2024-2025	(S)Local Funds - $500	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, Really Great Reading Phonics Program, Reading Academy, Reading Lab, Reading Tutors through Title One, Teacher Tutorials, WIN (What I Need Time) Intervention and Enrichments, Guest Readers, Library Program and Reading Incentives, Science of Reading, HMH Curriculum, Reading A to Z, Heggerty, mClass progress monitoring, TEKS resource, decodable readers 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, IXL Math Program Science: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, new McGraw-Hill curriculum, TEKS resource, Science Fair Opportunities Social Studies: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, Social Studies Weekly, TEKS resources (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)	2024-2025	(F)ESSER3 6100 - $200,000, (L)199 Dyslexia 6200 - $20,000, (L)199-Dyslexia - $10,000, (S)Local Funds - $52,000	Criteria: Criteria: Writing Rubric, mClass (BOY, MOY, EOY) MTSS Intervention Plans, IXL Diagnostic assessment The percent of 1st grade students that score on grade level or above in Reading on mClass will increase from 59% to 69% by May 2025. The percent of 2nd grade students that score on grade level or above in Reading on mClass will increase 54% to 64% by May 2024.
2. Monitor and assess the district's Professional Development program. (Title I SW Elements: 1.1,2.1,2.5) (Strategic Priorities: 1,2)	Assistant Principal(s), Curriculum Supervisor, Directors, Principal	2024-2025	(L)199 C&I - $8,000	Criteria: Teachers and staff will be prepared and trained for all programs and campus/district goals.
3. Enhance and sustain PLCs/Data Meeting	Assistant Principal(s), Content	2024-2025	(S)Local Funds - $500	Criteria: Follow PLC calendar to

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
protocols at the campus level. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 1,2)	Area Teachers, Curriculum Supervisor, Lead Teacher(s), Principal			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 Days 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)	2024-2025	(S)Local Funds - $500	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 Participation in After School Events: Open House, Math and Science Night, Book Fair, X-STREAM Night, Character Book Parade, Character Book Pumpkin Reading Projects Clubs: Running Club (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)	2024-2025	(F)Title I 6300 - $2,000	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.

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

Objective 1. 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) (Strategic Priorities: 1)	Assistant Principal(s), Associate Superintendent for Curr.& Instruct., Curriculum Supervisor, Directors, Lead Teacher(s), Principal	2024-2025	(F)Title I 6200 - $1,000, (F)Title II 6200 - $500, (F)Title IV 6200 - $1,000	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) (Strategic Priorities: 1)	Assistant Principal(s), Associate Superintendent for Curr.& Instruct., Principal	2024-2025	(S)Local Funds - $100	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) (Strategic Priorities: 1)	Assistant Director of Special Education, Assistant Principal(s), Associate Superintendent for Curr.& Instruct., Curriculum Supervisor, Principal	2024-2025	(F)Title I 6200 - $250	Criteria: Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings.

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

Objective 2.   2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and systematically sustain Wellness Event Activities and Promotions. (Strategic Priorities: 1)	Assistant Principal(s), Executive Director of Comm. & Community Relations, Principal	2024-2025	(S)Local Funds - $250	Criteria: Annual Wellness Event Tracking. (District Activity List)
2. Implement and Systematically Sustain Staff Recognitions. (Strategic Priorities: 1)	Executive Director of Comm. & Community Relations, Superintendent	2024-2025	(S)Local Funds - $500	Criteria: Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events. Increase staff retention rates.
3. Implement and Systematically Sustain Staff Feedback Protocols (Strategic Priorities: 1)	Principal(s), Superintendent	2024-2025	(S)Local Funds	Criteria: Listen, Learn, and Adjust from Staff Feedback Feedback Data Survey and Continuous Improvement Reports
4. Well Being: Self Care Information, Sunday 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)	Assistant Principal(s), Curriculum Supervisor, Principal	2024-2025	(L)GT 6200 - $1,000	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) (Strategic Priorities: 1,2)	Assistant Principal(s), Curriculum Supervisor, Lead Teacher(s), Principal, Teacher(s)	2024-2025	(L)GT 6200 - $100	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 20% by June 2025

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

Objective 2.   2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

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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, performances, trips, campus events, weekly newsletter communication, WatchDOGS, birthday lunches (Title I SW Elements: 2.1)	Assistant Principal(s), Principal(s)	2024-2025	(L)GT 6200 - $5,000	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 (Title I SW Elements: 2.1)	Assistant Principal(s), Curriculum Supervisor, Principal	2024-2025	(L)GT 6200 - $1,000	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 (Title I SW Elements: 1.1,2.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2024-2025	(S)Local Funds - $500	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)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s)	2024-2025	(F)Title IV 6300 - $500, (S)Local Funds - $500	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. (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Principal	2024-2025	(F)Title I - $500	Criteria: Monitoring frequency of campus and district community service projects. (MOY) EOY Community Service Projects Report

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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	Chief Financial, Bus, & Operations	2024-2025		Criteria: Monthly budget parameter updates (April through August)
2. Implement and Sustain Budget Parameter Memo	Chief Financial, Bus, & Operations	2024-2025		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	Chief Financial, Bus, & Operations, Superintendent	2024-2025		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	Chief Financial, Bus, & Operations, Superintendent	2024-2025		Criteria: District/Campus Facility Assessments Demographic Report Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed

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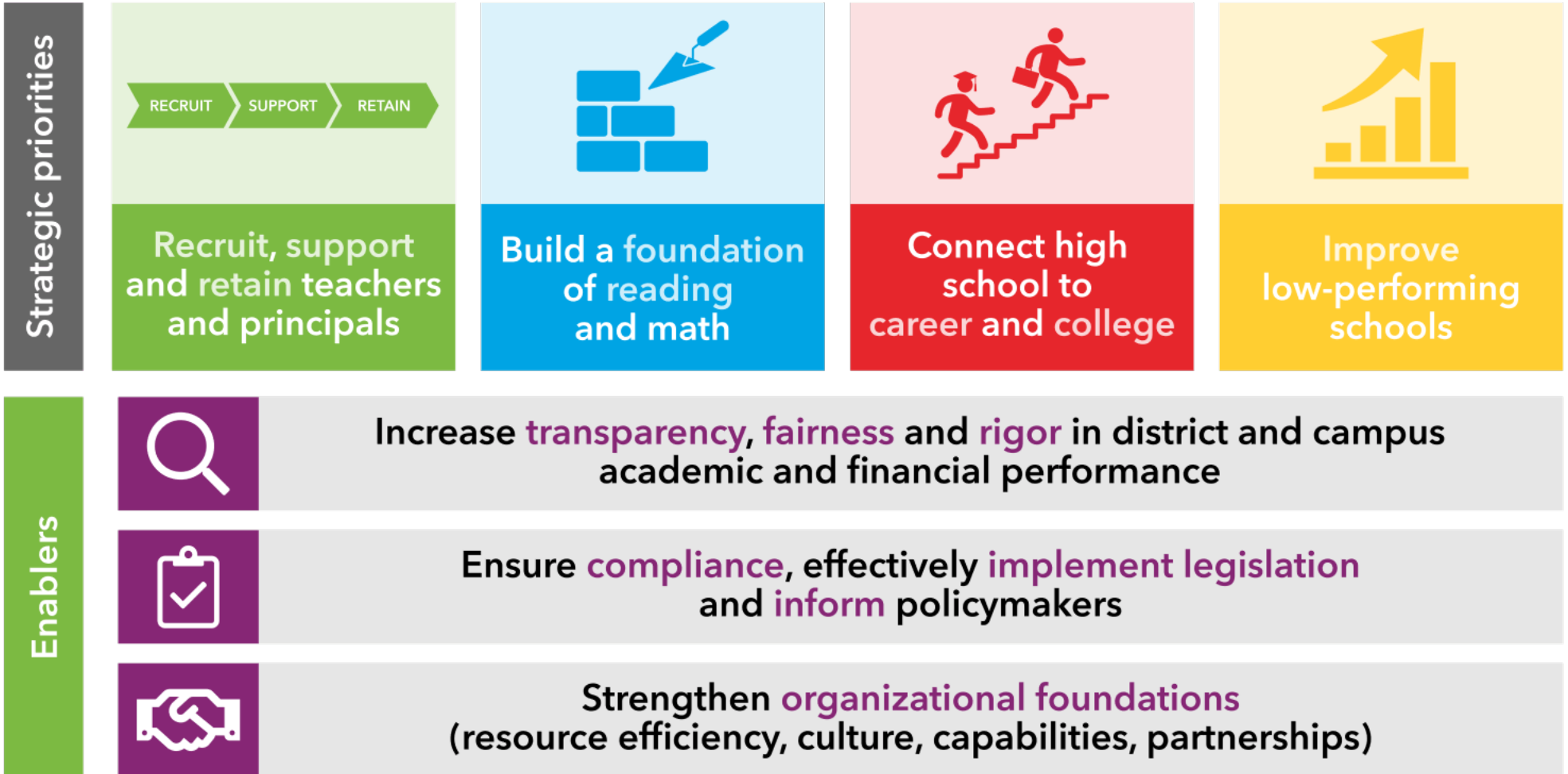
Goal 4.   Financial Stewardship

Objective 3.   4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expenditure Projection Plan	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2024-2025		Criteria: Alignment of Expenditures and Revenues
2. Maximizing Existing Funding/Grant Opportunities	Directors, Principal, Superintendent	2024-2025		Criteria: Increase funding and grant opportunities
3. Energy Management	Chief Financial, Bus, & Operations, Director of Facilities	2024-2025		Criteria: Establish energy management program through Long Range Planning Committee.
4. Effectively utilize the Work Order System (FMX)	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2024-2025		Criteria: Quicker turnaround time (baseline data needed)

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 Bilingual / ESL	Federal
Title IV 6200	Federal
Title IV 6400	Federal
Title IV Safe and Drug Free	Federal
199 Dyslexia 6200	Local
199-Dyslexia	Local
GT 6200	Local
Local Funds	State
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
RECRUIT › SUPPORT › RETAIN

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 lower enrollment for this year (1st grade had a smaller group coming up) and low attendance rate.

Demographics Needs

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

We are working to create more opportunities to highlight and reward student attendance.

Demographics Summary

Our current attendance is 95% at the Primary.
We currently have 102 Military Connected students
We have 706 students enrolled. There are 331 in first grade and 375 in second grade.
We currently have 118 transfer students from outside our immediate community.
We have 15 first grade classrooms and 18 second grade classrooms.
We have 4 self-contained special education classrooms for students with significant disabilities.

Comprehensive Needs Assessment

Demographics Summary (Continued)

We have a total of 87 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.
49% Hispanic
42% White
3% African
<1% American Indian
1% Asian
<1% Pacific Islander
5% Two or More Races

Student Achievement

Student Achievement Data Sources

CIRCLE and mCLASS

Student Achievement Strengths

Class Cohorts all increased on their composite scores on mClass:
Kinder to 1st increased from 41% to 59% on or above grade level.
1st to 2nd grade increased from 46% to 54% on or above grade level.
1st grade highlight - Phoneme Segmentation Fluency increase from 69% to 83%.
2nd grade highlight - Reading Accuracy 78%
Math:
Mathematics-First Grade (EnVision)
EOY assessment increase from 67% to 85%
1.2 C (representing numbers to 120) increase from 63% to 73%
1.7 D (measurement) increase from 60% to 73%
Mathematics-Second Grade (EnVision)
2.3C (fractions) increase from 69% to 75%
2.9G (time) increase from 69% to 74%

Comprehensive Needs Assessment

Student Achievement Weaknesses

Areas of Improvement:
Reading-First Grade (mClass)
WRF (word reading fluency) Goal of 49% at or above benchmark
Reading-Second Grade (mClass)
ORF (oral reading fluency) Goal of 49% at or above benchmark
Mathematics-First Grade (EnVision)
1.6E (3D Shapes) increase to 72% from 64%
Mathematics-Second Grade (EnVision)
2.9D (measurement) increase to 79% from 56%

Student Achievement Needs

Reading-1st Grade
WRF: curriculum writing teams working on aligning word lists to group spelling principals together as well as add bonus challenge words that teachers will implement 24-25 school year
Reading-2nd Grade
ORF: build in passages to curriculum for practice
Professional Development with Tosh McGaughy in writing
Mathematics-1st Grade
Focus on vocabulary through journals, word walls, and daily warm ups
Introduction of IXL program for Math
Mathematics-2nd Grade
Add more measurement activities cross curricular to build practical knowledge (in particular with new Science curriculum)
Align curriculum across classrooms with high quality materials and resources
Introduction of IXL program for Math
English Language Arts
Implement Book Study Professional Learning Groups on two areas:
7 Mighty Moves: Research-backed, Classroom Tested Strategies to Ensure K-to-3 Reading Success
The Writing Revolution
Peer/Classroom Observations
Professional Learning Communities will meet weekly 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.
Common Assessments for RLA and Math every 9 weeks for 2nd Grade.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The Primary is a positive place to work and we strive to make staff feel appreciated. There is excellent collaboration with the Elementary and ECC administration. Being that we share facilities with the Elementary, we do a lot of events together.

School Culture and Climate Weaknesses

Teachers are feeling fatigued with the increasing number of student 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 hae alot of work to do to prepare our students while still guarding their youth and well-being. It's a difficult balance especially with the pressure of feeling behind. Understanding, collaboration and open dialogue have been the most effective strategies for dealing with the areas of need and weakness.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

This year we are piloting 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 training our own future teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

We have some staff that need support due to newness to their positions.

Staff Quality, Recruitment and Retention Needs

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

Staff Quality, Recruitment and Retention Summary

We are fully staffed!

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers wrote curriculum under the guidance of the 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 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 K-3rd strengthen the foundational phonemic skills early learners need to be successful readers and writers.

We have received a grant for IXL math online. This program integrates our textbook and allows for practice at home also.

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

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

This year we have a new Science curriculum and it is more rigorous. Teachers need help learning the program and with implementation.

Curriculum, Instruction and Assessment Needs

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

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

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 to. Additionally, the campus has established a PTO Board where parents and communities 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 or ID checks for programs such as WatchDOGS.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Past parent surveys indicated a need to improve the feeling of "welcomeness" in the front office and more communication between home and school.

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 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 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 support for classrooms that have high numbers of students that are behind.

School Context and Organization Summary

Comprehensive Needs Assessment

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 fill the gaps of students who struggle with basic reading and math skills.

Technology

Technology Strengths

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

Technology Needs

We would like more iPads and Chromebooks in the classroom to make complete class sets.

Technology Summary

45 laptops/8 office and staff
10 printers and scanners
42 G2 displays
1 Samsung displays
381 ipads that are upgradable
31 ipads that are not able to upgrade

Primary: 1st Grade Reading mClass

	2021-2022 1st Graders Overall Composite Score	2022-2023 1st Graders Overall Composite Score	2023-2024 1st Graders Overall Composite Score	2021-2022 Kindergarteners Overall Composite Score	2023-2024 Kindergarteners Overall Composite Score
Well Below Benchmark	32%	23%	19%	42%	24%
Below Benchmark	22%	23%	22%	17%	14%
At Benchmark	26%	29%	33%	24%	34%
Above Benchmark	20%	25%	26%	17%	28%
Total Positive	46%	54%	59%	41%	62%

	2021-2022 Letter Names Score	2022-2023 Letter Names Score	2023-2024 Letter Names Score
Well Below Benchmark	30%	19%	17%
Below Benchmark	9%	7%	10%
At Benchmark	61%	73%	73%
Above Benchmark	0%	0%	0%
Total Positive	61%	73%	73%

	2021-2022 Word Reading Score	2022-2023 Word Reading Score	2023-2024 Word Reading Score
Well Below Benchmark	26%	23%	22%
Below Benchmark	29%	29%	29%
At Benchmark	26%	27%	26%
Above Benchmark	19%	21%	23%
Total Positive	45%	48%	49%

	2021-2022 Phonemic Awareness Score	2022-2023 Phonemic Awareness Score	2023-2024 Phonemic Awareness Score
Well Below Benchmark	17%	17%	8%
Below Benchmark	14%	14%	9%
At Benchmark	56%	53%	56%
Above Benchmark	13%	16%	27%
Total Positive	69%	69%	83%

	2021-2022 Reading Accuracy Score	2022-2023 Reading Accuracy Score	2023-2024 Reading Accuracy Score
Well Below Benchmark	33%	25%	22%
Below Benchmark	14%	15%	14%
At Benchmark	53%	60%	64%
Above Benchmark	0%	0%	0%
Total Positive	53%	60%	64%

	2021-2022 Letter Sounds Score	2022-2023 Letter Sounds Score	2023-2024 Letter Sounds Score
Well Below Benchmark	41%	30%	23%
Below Benchmark	17%	16%	17%
At Benchmark	26%	33%	34%
Above Benchmark	16%	21%	26%
Total Positive	42%	54%	60%

	2021-2022 Reading Fluency Score	2022-2023 Reading Fluency Score	2023-2024 Reading Fluency Score
Well Below Benchmark	32%	30%	28%
Below Benchmark	23%	22%	21%
At Benchmark	21%	24%	24%
Above Benchmark	24%	24%	27%
Total Positive	45%	48%	51%

	2021-2022 Decoding Score	2022-2023 Decoding Score	2023-2024 Decoding Score
Well Below Benchmark	32%	20%	17%
Below Benchmark	19%	18%	15%
At Benchmark	31%	39%	42%
Above Benchmark	18%	23%	26%
Total Positive	49%	62%	68%

Primary: 2nd Grade Reading mClass

Well Below Benchmark	27%	27%	27%	32%	19%%
Below Benchmark	17%	21%	19%	22%	22%%
At Benchmark	32%	30%	28%	26%	33%%
Above Benchmark	24%	22%	26%	20%	26%%
Total Positive	56%	52%	54%	46%	59%

	2021-2022 Letter Sounds Score	2022-2023 Letter Sounds Score	2023-2024 Letter Sounds Score
Well Below Benchmark	22%	26%	23%
Below Benchmark	19%	22%	22%
At Benchmark	45%	42%	42%
Above Benchmark	12%	10%	13%
Total Positive	57%	52%	55%

	2021-2022 Reading Accuracy Score	2022-2023 Reading Accuracy Score	2023-2024 Reading Accuracy Score
Well Below Benchmark	12%	13%	14%
Below Benchmark	9%	8%	8%
At Benchmark	79%	79%	78%
Above Benchmark	0%	0%	0%
Total Positive	79%	79%	78%

	2021-2022 Decoding Score	2022-2023 Decoding Score	2023-2024 Decoding Score
Well Below Benchmark	30%	32%	29%
Below Benchmark	10%	12%	14%
At Benchmark	48%	48%	46%
Above Benchmark	12%	8%	11%
Total Positive	60%	56%	57%

	2021-2022 Reading Fluency Score	2022-2023 Reading Fluency Score	2023-2024 Reading Fluency Score
Well Below Benchmark	38%	34%	36%
Below Benchmark	12%	18%	15%
At Benchmark	33%	31%	31%
Above Benchmark	17%	17%	18%
Total Positive	50%	48%	49%

	2021-2022 Word Reading Score	2022-2023 Word Reading Score	2023-2024 Word Reading Score
Well Below Benchmark	24%	24%	26%
Below Benchmark	20%	21%	16%
At Benchmark	46%	48%	47%
Above Benchmark	10%	7%	11%
Total Positive	56%	55%	58%

	2021-2022 Reading Comprehension Score	2022-2023 Reading Comprehension Score	2023-2024 Reading Comprehension Score
Well Below Benchmark	40%	42%	42%
Below Benchmark	14%	13%	13%
At Benchmark	33%	37%	34%
Above Benchmark	13%	8%	11%
Total Positive	46%	45%	45%

PRIMARY - TARGETED DATA

Highlights:

- **Reading-First Grade** (mClass)
  - Phoneme Segmentation Fluency increase from 69% to 83%
- **Reading-Second Grade** (mClass)
  - Reading Accuracy 78%
- **Mathematics-First Grade** (EnVision)
  - EOY assessment increase from 67% to 85%
  - 1.2 C (representing numbers to 120) increase from 63% to 73%
  - 1.7 D (measurement) increase from 60% to 73%
- **Mathematics-Second Grade** (EnVision)
  - 2.3C (fractions) increase from 69% to 75%
  - 2.9G (time) increase from 69% to 74%

Areas of Improvement:

- **Reading-First Grade** (mClass)
  - WRF (word reading fluency) Goal of 49% at or above benchmark
- **Reading-Second Grade** (mClass)
  - ORF (oral reading fluency) Goal of 49% at or above benchmark
- **Mathematics-First Grade** (EnVision)
  - 1.6E (3D Shapes) increase to 72% from 64%
- **Mathematics-Second Grade** (EnVision)
  - 2.9D (measurement) increase to 79% from 56%

PRIMARY - ACTION PLAN

- **Reading-1st Grade**
  - WRF: curriculum writing teams working on aligning word lists to group spelling principals together as well as add bonus challenge words that teachers will implement 24-25 school year
- **Reading-2nd Grade**
  - ORF: build in passages to curriculum for practice
  - Professional Development with Tosh McGaughy in writing
- **Mathematics-1st Grade**
  - Focus on vocabulary through journals, word walls, and daily warm ups
  - Introduction of IXL program for Math
- **Mathematics-2nd Grade**
  - Add more measurement activities cross curricular to build practical knowledge (in particular with new Science curriculum)
  - Align curriculum across classrooms with high quality materials and resources
  - Introduction of IXL program for Math

- **English Language Arts**
  - Implement Book Study Professional Learning Groups on two areas:
    - 7 Mighty Moves: Research-backed, Classroom Tested Strategies to Ensure K-to-3 Reading Success
    - The Writing Revolution
  - Peer/Classroom Observations

- **Professional Learning Communities** will meet weekly 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.**

- **Common Assessments** for RLA and Math every 9 weeks for 2nd Grade.

FLOUR BLUFF PRIMARY Site Base

9/4/2024

Name	Role	
Estevanes, Shawnee	Teacher	
Goldsmith, Christine	Teacher	via zoom
Lizcano, Claudia	Teacher	via zoom
Radley, Marisa	Teacher	
Ames, Cindy	Teacher	via zoom
Chavez, Laura	Teacher	
Breazeale, Joanna	Assistant Principal	
DeJong, Caryn	Paraprofessional	via zoom
Salinas, Mario	Technology	
Barganski, Linda	Assoc. Superintendent	
Jaime, Amanda	Parent	
Duran, Noranda	Parent	
Barmore, Amanda	Community Member	
Powell, Sandy	Community Member	
Davis, Jessica	Business Rep	
Carden, Dora	Business Rep	via zoom
Gutierrez, Jessica	Principal	

Gonzales, Joseph
Phillips, Brandee

2024-2025 SBDM Meeting – Flour Bluff Primary

Date: September 4, 2024

Location: Library or zoom

Welcome and Introductions:

Business Representatives: Jessica Davis & Dora Carden

Community Members: Sandy Powell & Amanda Barmore

Parents: Noranda Duran & Amanda Jaime

District Representative: Dr. Linda Barganski

Paraprofessional: Caryn DeJong

Teachers: Shawnee Estevanes, Christine Goldsmith, Claudia Lizcano, Marisa Radley, Cindy Ames, Laura Chavez

Technology: Mario Salinas

Purpose of Campus SBDM:

In complianece with law, each campus chall establish a site-based decision-making committee to ensure that effective planning and decision-making occur to direct and support the improvement of student performance for all students. The committee shall assist the principal, as the Board's designee, in establishing and reviewing the goals, performance objectives, and major classroom instructional programs of each campus. Each committee shall assist with the development, evaluation, and revion of the respective campus improvement plan and shall approve campus staff development needs identified in the campus improvement plan [see BQ and DMA].

Review of needs assessment areas of CIP

Mrs. Gutierrez reviewed the needs assessment with the committee.

Review of Campus Improvement Plan Goals and Objectives

Mrs Gutierrez reviewed the four goals and strategies that went with them. These goals will be reviewed throughout the year.

Review of Parent Engagement Plan

Mrs. Gutierrez showed the committee the Parent Engagement Plan that is used and distributed to parents at the beginning of the year.

Future Meeting Dates

November 6, 2024

February 12, 2025

May 7, 2025

Questions and/or Future Agenda Items

Mrs. Gutierrez explained that she would sent these materials to the committee. If any committee member would like to have any items added to the agenda, they should email Mrs. Gutierrez.