

FLOUR BLUFF H S

Flour Bluff High School Campus Improvement Plan 2021/2022



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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.

Nondiscrimination Notice

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

Goals of Flour Bluff Independent School District:

1. Students: Well-being and Academic Success.
2. Faculty and Staff: Well-being, Professional Development and Growth.
3. Community Satisfaction and Engagement
4. Financial Stewardship

FBHS SBDM Committee

Name	Position
Medley, Linda	Principal
Parker, Mary	Curriculum Supervisor
Crenshaw, James	District Manager
Chapman, Sarah	Teacher
Holder, Ashleigh	Para-professional
Noble, Debbie	Community Representative
Storm, Delmagene	Community Representative
Cutbirth, Mance	Parent
Lechner, Nancy	Parent
Cutbirth, Amanda	Parent
Gilliam, Julia	Student
Johnson, Seralynn	Student
Garcia, Helena	Student
Alaniz, Ricky	Business Member
Boyd, Tyrene	Business Member
Pshigoda, Jennifer	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff High School has a diverse student population representing Flour Bluff, Padre Island, and the Naval Air Station, as well as students from military and Corpus Christi Army Depot families, FBISD employee families, and free transfers from other Corpus Christi school districts.

Demographics Weaknesses

Flour Bluff High School is competing with new schools in the area that threaten to lure students away.

Demographics Needs

Flour Bluff High School staff need to continue to support the growing diversity of our student population to ensure success for all Students. New programs need to continue to be added to address the needs of the community and our students.

Demographics Summary

Flour Bluff High School currently serves 1871 students, including residents of Flour Bluff, Padre Island, and the Naval Air Station. We also have foreign exchange students and transfer students enrolled every year. Those numbers vary from year to year.

Student Achievement

Student Achievement Strengths

Advanced Placement - Total Number of Students Tested: 2017=349, 2018=401, 2019=386, 2020=483,

Biology EOC - First Time Testers - 88% met approaches

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

U.S. History EOC - First Time Testers - 94% met approaches

Student Achievement Weaknesses

Advanced Placement - Total Number of Students Tested: 2021=345

English 1 EOC - First Time Testers 76% met approaches

Algebra 1 EOC - First Time Testers-59% met approaches

English 2 EOC - First Time Testers 80% met approaches

Student Achievement Needs

Increase the percentage of students who are successful on the English 1, English 2 and Algebra End-Of-Course exams. Increase the number of students taking one or more Advanced Placement courses.

Student Achievement Summary

The High School earned 91 on Domain one Student Achievement

English 1 EOC: 16% met Mastery

English 2 EOC: 13% met Mastery

Algebra 1 EOC: 6% met Mastery

Biology EOC: 24% met Mastery

U.S. History EOC: 52% met Mastery

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

Flour Bluff High School has a high degree of teacher content expertise.
Flour Bluff High School staff is committed to the success and well-being of our students.
Campus teams utilize time and effort in working toward growth and success for all students.
Campus teams continually seek to learn and grow professionally and to assist students daily.

School Culture and Climate Weaknesses

We need to work on strengthening the instruction of our first year teachers by utilizing the campus mentors more.

School Culture and Climate Needs

- 1) We need to work toward hiring another counselor to assist with students with social or emotional concerns.
- 2) We need to plan better on the master schedule to allow an experienced teacher to have the same conference period as a new teacher to better be able to work together.

School Culture and Climate Summary

We are working through departmental and subject area professional learning communities (PLCs) to strengthen instruction. PLCs are working together to plan instruction and academic intervention strategies. PLC teams meet each Wednesday morning to review data and plan instruction. The High School is addressing the social and emotional needs of the staff and all students through our motto, "You Matter". The High School has recently hired an LPC and is implementing a curriculum for Social and Emotional Learning through a new innovative class called "Methods for Academic Personal Success" (MAPS).

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Flour Bluff High School staff attends professional development to address specific needs as they are identified.
Professional Learning Communities discuss the rigor and the Texas Essential Knowledge and Skills during curriculum development time.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Flour Bluff High School is competing for staff especially in the areas of math and science.

Staff Quality, Recruitment and Retention Needs

Flour Bluff High School needs to develop creative ways of attracting new talent.

Staff Quality, Recruitment and Retention Summary

Flour Bluff High School actively recruits teachers and other staff to find the best candidate for each position that are aligned with our vision, mission and goals. In addition to a strong educational background, teachers' innovation and attitude toward education are factors that are taken into consideration. Each teacher candidate participates in a panel interview. New teachers to the district are supported through mentoring initiatives and professional development.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Advisory, Read Right, Content Mastery, and tutorials are used as Multi-Tiered System of Supports (MTSS) for struggling students. Data indicates the average student increases their reading by at least one level when they attend Read Right consistently for 6 months or more. The student can graduate from the program, once the student is on grade level in reading. Specific courses were developed and implemented to address accelerated instruction for students who have not passed the English 1, English 2, Biology and Algebra 1 End of Course Exams.

Curriculum, Instruction and Assessment Weaknesses

Allowing enough time during the day for students to attend tutorials to better prepare them for re-taking the STAAR EOC's

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

Scheduling EOC tutorial time into the master schedule as well as the current Advisory class to better allow students to prepare for retaking a STAAR EOC.

Curriculum, Instruction and Assessment Summary

Flour Bluff High School utilizes the Professional Learning Community developed curriculum as the foundation for teaching the TEKS. Additionally, our Advanced Placement courses utilize their approved College Board curriculum. Dual Credit and Dual Enrollment (OnRamps) courses utilize the approved syllabi from the appropriate college.

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 students. Flour Bluff High School welcomes parent involvement and input. The staff is consistently seeking new ways to encourage parents to get involved. The campus has several booster clubs, Parent-Teacher-Student Organization (PTSO), committees, and parent volunteer opportunities. The high school is currently working on a mentorship program for our students.

Family and Community Involvement Weaknesses

Flour Bluff High School could improve on the number of parent and community members that are involved with the school.

Family and Community Involvement Needs

Flour Bluff High School needs to develop more ways for parents and community members to become involved. Flour Bluff's parent organization needs to grow and become more diverse.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Flour Bluff High School hosts open houses, fairs, parent conferences, training, presentations and special events throughout the year. Additionally, the campus provides resources including the Counselor Corner website and short videos to highlight the high school's clubs. Parents have various methods to communicate with school staff and stay aware of their children's progress, such as: Skyward Family Access, School Messenger, Teacher Webpages, email, phone, progress reports/report cards, newsletters, the district website, social media sites, and Remind.

School Context and Organization

School Context and Organization Strengths

Flour Bluff High School attracts students and parents to the district due to the variety of services provided, the competitiveness of our programs, and the high expectations that drive students to excel.

School Context and Organization Needs

Additional teachers may be needed for new CTE courses due to the increase of interest in our CTE courses.

School Context and Organization Summary

Flour Bluff High School offers a wide variety of courses and programs to meet the needs of all students. The campus staff maintains the facilities and resources necessary to conserve funds and provide quality services to students. The high school is working closely with Del Mar College and Workforce Solutions to increase the number of certifications and job opportunities available to our students.

Technology

Technology Strengths

Flour Bluff High School has invested in and supported technology equipment to use directly with students in the classroom.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Teachers have embraced strategies that blend learning with technology and the Bring Your Own Device initiative.

Televisions and document cameras are used extensively in the classrooms to enhance lessons.

FBISD recently received a grant to allow the high school to receive an additional 1300 Chrome Books to check out to many of our economically disadvantaged students.

The increased use of Google Classroom and the Remind app to aid instruction and communication has helped teach skills for both students on campus and learning virtually due to COVID-19.

We have scheduled a teacher in each of the four core areas to assist the students attending school virtually due to COVID-19.

Technology Needs

Flour Bluff High School needs to continue to upgrade computer lab equipment and teacher technology.

Technology Summary

Flour Bluff High School (HS/SDGC/Auditorium/Athletic Training Facility/Natatorium) currently has the following technology equipment available:

334 - Desktop Computers

517 - Laptop Computers

1120 - Chromebooks

66 - Printers

12 - LCD Projectors

52 - Document Cameras

12 - SMART Boards

40 - iPads

4 - Fax Machines

4 - Scanners

1 - Interactive Display

80 - 65" TV screens

Other

Comprehensive Needs Assessment

Other Summary

Top Priorities

1. Continue to improve the campus culture by increasing activities that promote school spirit, student and parent feedback and staff wellness.
2. Close the Social and Emotional gap created by COVID-19 by implementing lessons through the new MAPS course using the School-Connect curriculum, "You Matter", our LPC and our Social-Emotional club.
3. Prioritize the students who will receive Chrome Books and set up the procedures for distribution and collection. Increase wireless speed and availability on campus according to the district plan.
4. Work through subject area PLC's in English 1, English 2, Algebra 1, Biology, and US History to come up with instructional strategies to increase the number of students achieving mastery level on End of Course Exams.
5. Increase the number of students taking the TSIA2, ASVAB, SAT, and ACT to better prepare them for college and career after graduation.

Comprehensive Needs Assessment Data Sources

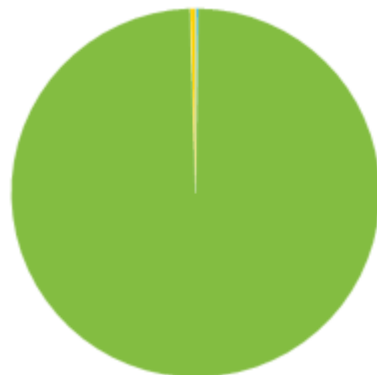
Accountability Distinction Designations
Action research results
Annual dropout rate data
AP and/or IB assessment data
Attendance data
Budgets/entitlements and expenditures data
Campus leadership data
Campus Performance Objectives Summative Review
Closing the Gaps Domain
College, career or military-ready graduates
Communications data
Community surveys and/or other feedback
Completion rates and/or graduation rates data
Current and/or prior year(s) campus/district plans
Department/faculty meeting discussion/data
Discipline records
District Goals
Dyslexia Data
Effective Schools Framework data
Failure Lists
Federal Report Card Data
Grades that measure student performance on TEKS
Observation Survey results
Parent surveys and/or other feedback
PBMAS data
Planning and decision making committee data
Professional development needs assessment data
Professional learning communities (PLC) data
PSAT and/or ASPIRE
SAT and/or ACT assessment data
SSI data for Grades 5 and 8
STAAR current and longitudinal results
STAAR EL Progress Measure data

Comprehensive Needs Assessment

STAAR Released Test Questions
Staff surveys and/or other feedback
State and federal planning requirements
State and federally required assessment information
State-developed online interim assessments
STEM/STEAM data
Student Achievement Domain
Study of best practices
Survey and Interviews of Students/Staff/Parents
TELPAS results
Texas Academic Performance Report (TAPR) data
Tobacco, alcohol, and other drug-use data
Violence and/or violence prevention records

Resources

Currency



Total	\$3,038,420
Federal	\$6,865
State	\$3,017,283
Local	\$14,272
Other	\$0

Resource	Source	Amount
ESL 6300	Federal	\$1,000
Title II 6200	Federal	\$1,900
Title II 6300	Federal	\$3,515
Title II 6400	Federal	\$450
244-6200	Local	\$1,000
244-6300	Local	\$11,272
244-6400	Local	\$2,000
CTE 6100	State	\$659,762
CTE 6200	State	\$87,765
CTE 6300	State	\$80,189
CTE 6400	State	\$15,400
SCE 6100	State	\$361,913
SCE 6200	State	\$6,403
SCE 6300	State	\$41,637
SCE 6400	State	\$825
SE-162 6100	State	\$1,415,327
SE-162 6200	State	\$19,905

Resources

Resource	Source	Amount
SE-162 6300	State	\$4,836
SE-162 6400	State	\$8,900
SE-224 6100	State	\$219,421
SE-224 6200	State	\$95,000

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will work collaboratively with the district strategies for this objective: 1.) Counselors and LPC will meet with students in a variety of settings to provide guidance (i.e. individually, small group, individual class meetings, whole grade level meetings, advisory classes, & parent meetings). 2.) Students will learn coping mechanisms through the required Methods for Academic Personal Success (MAPS) classes. 3.) The student Mental Health Club is available to address student issues through meetings and classrooms. (Target Group: All) (Strategic Priorities: 2) (ESF: 2)	Assistant Principal(s), Department Chair, Principal, Subject Area PLC	August 2021-May 2022	(F)ESL 6300 - \$250, (F)Title II 6200 - \$200, (F)Title II 6300 - \$400, (F)Title II 6400 - \$200, (S)SCE 6100 - \$94,566, (S)SCE 6200 - \$1,000, (S)SCE 6300 - \$10,000, (S)SCE 6400 - \$300, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$691, (S)SE-224 6100 - \$31,345	Criteria: Guidance Services, Discipline Reports, Attendance Rates Guidance Activities/Lessons Discipline Referrals Attendance Data 05/03/22 - Completed 02/14/22 - On Track 11/08/21 - Some Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Meet in subject area Professional Learning Community teams to:</p> <p>1.) Utilize district developed curriculum as the foundation curriculum,</p> <p>2.) Develop student learning goals for each six weeks,</p> <p>3.) Utilize data from Data Management for Assessment and Curriculum (DMAC), common formative assessments and Skyward (i.e. grades, discipline and attendance) to identify students who need intervention and determine level of student success,</p> <p>4.) Utilize advisory time to support and tutor students with gaps in their educational skills,</p> <p>5.) Ensure that 40% of classroom instruction is devoted to hands-on activities,</p> <p>6.) Provide professional development for instructional staff,</p> <p>7.) Provide supplies, equipment and resources,</p> <p>9.) Provide additional tutorial time for students who did not pass their EOC's (Target Group: All) (Strategic Priorities: 3) (ESF: 2)</p>	Assistant Principal(s), Content Area Supervisor, Curriculum Supervisor, Department Chair, Principal, Subject Area PLC	August 2021-May 2022	(F)ESL 6300 - \$250, (F)Title II 6200 - \$300, (F)Title II 6300 - \$600, (F)Title II 6400 - \$100, (L)244-6200 - \$500, (L)244-6400 - \$1,643, (S)SCE 6100 - \$89,146, (S)SCE 6200 - \$900, (S)SCE 6300 - \$3,000, (S)SCE 6400 - \$200, (S)SE-162 6100 - \$223,079, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$691, (S)SE-224 6100 - \$31,346	<p>Criteria: Science Results for STAAR, Science Grades, Promotion/Retention Rates Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data from DMAC, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, STAAR Results & Passing/Retention Rates</p> <p>05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress</p>

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

Objective 3. Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Provide the resources, training, networking & support necessary for students and staff to: 1) Provide professional development for staff to incorporate instructional strategies that promote relevance and rigor in the classroom (i.e. Marking the Text, Costas Level of Questioning, & Socratic Seminar), 2) Administer the SAT, ACT, TSIA2 & PSAT college readiness assessments. Employ subsequent data collected in conjunction with Career Interest Inventory data from junior high to determine program & curricular quality and strength, 3) Develop a "college-going" culture through activities implemented in the GO Center and college celebrations that honor students and teachers from FBHS who have earned college degrees (i.e. personal college experiences, college banners, & attire days). 4) Increase visibility of military and college recruiters on campus during the school year. 5) Provide college and career opportunities through the College Fair & Career Fair. (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4,5.3,5.4)</p>	Curriculum Supervisor, Department Chair, Go Center Staff, HS Staff, Principal, Teacher(s)	August 2021-May 2022	(F)ESL 6300 - \$250, (F)Title II 6200 - \$250, (F)Title II 6300 - \$600, (F)Title II 6400 - \$150, (S)SCE 6200 - \$300, (S)SCE 6400 - \$100, (S)SE-162 6300 - \$691	<p>Criteria: Grades, Promotion/Retention Data, Advanced Placement Scores, ACT/SAT Scores, TSIA2 Scores, STAAR EOC Scores, Graduation Plan Data, Inservice Agendas, Handouts, Sign-in Sheets, Lesson Plans, Walkthroughs, Testing Schedules, Disaggregated Scores (JH), EPIC's College Readiness Standards, & College Event Flyers, ACT/SAT Participation, AP/Dual Credit/CTE Enrollment, College Enrollment after FBS, Aggregate ACT Data, PSAT Data</p> <p>05/03/22 - Completed 02/14/22 - On Track 11/08/21 - Some Progress</p>

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

Objective 4. Annually increase Student Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Improve the culture and climate of the campus to increase student attendance through dress up days, class wars, and student-led events. 2) Create and meet with the leadership groups. 3) Provide engaging activities in the classrooms to enhance student learning through PLC's and Professional Development. (Target Group: All) (Strategic Priorities: 3) (ESF: 1,3,5)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Subject Area PLC	August 2021-May 2022	(F)ESL 6300 - \$200, (F)Title II 6200 - \$260, (F)Title II 6300 - \$929, (F)Title II 6400 - \$100, (S)SCE 6200 - \$1,000, (S)SCE 6400 - \$75, (S)SE-162 6200 - \$3,558, (S)SE-162 6300 - \$806	Criteria: STAAR EOC Results Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data in the Form of Reports, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, EOC passing and commended rates & Passing/Retention Rates, APEX Learning 05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress

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

Objective 1. Annually increase Faculty & Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Administrators present for department meetings and PLC's. 2) Consistent walk-throughs and check-ins with staff. 3) Include all staff, with emphasis on teachers and inclusion paraprofessionals in PLC meetings at least twice a month. 4) Organize more trainings for new teachers related to Skyward and DMAC. 5) Assign mentors to all new to the district staff. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,5)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	August 2021-May 2022	(S)SCE 6300 - \$200	Criteria: Reduction of staff turn-overs, reduction of teacher absences 05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress 11/08/21 - Some Progress

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

Objective 2. Annually increase Faculty & Staff Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Implemented a Teacher of the Month voted on by students, 2) Staff appreciations 3) Assign mentors to all new to the district staff 4) Check-ins with staff 5) Staff surveys for teaching assignments 6) Open door policy with administrators 7) Increase communication (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,5)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2021-May 2022	(S)SCE 6200 - \$402, (S)SCE 6300 - \$500	Criteria: Guidance Services, Discipline Reports, Attendance Rates Guidance Activities/Lessons Discipline Referrals Attendance Data 05/03/22 - Completed 02/14/22 - On Track 11/08/21 - Some Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Create an aligned system of professional development 2) Increase the number of ESL certified teachers in all core areas. 3) Trainings/Collaborations/Calibration time for all staff (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,5)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2021 - May 2022	(S)CTE 6200 - \$5,000, (S)CTE 6300 - \$1,000	Criteria: Agendas, Surveys, Data analysis, and curriculum writing 05/03/22 - On Track 02/14/22 - Significant Progress 11/08/21 - Some Progress

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

Objective 4. Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.) Increase communication and involvement from departments and programs in the budget-planning process 2.) Develop a communication plan to educate staff and the community regarding debt management processes. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2)	Assistant Principal(s), Chief Financial Officer, Counselor(s), Curriculum Supervisor, Leadership Team, Principal(s), Teacher(s)	August 2021 - May 2022	(S)SCE 6400 - \$150	Criteria: Present debt management plan to SBDM committee and staff: Budget committee, Board meetings and community advisory committee. 05/03/22 - On Track 02/14/22 - Some Progress 11/08/21 - Some Progress 11/08/21 - Some Progress

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Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 1. Annually increase Non-Parent Community Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invited community members to serve on some of our committees. We invited them to participate in local events hosted by the high school and district. (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August 2021 - May 2022	(F)Title II 6200 - \$200, (F)Title II 6400 - \$100, (S)CTE 6400 - \$2,000, (S)SCE 6200 - \$300	Criteria: Review Sign-in sheets and minutes for attendance in various activities, meetings, and committees. Increase number of students in internship programs in the community. 05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress

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Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 2. Annually increase Non-Parent Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Increase non-parent engagement on committees. 2) Collaborate with business and non-profit partners to connect initiatives with resources. 3) Connect with local military to increase initiatives and resources. 4) Work with institutes of higher learning to promote academics. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Deputy Superintendent, Principal(s), Teacher(s)	August 2021 - May 2022	(F)Title II 6200 - \$240, (S)SCE 6200 - \$240	Criteria: SBDM committee, PTO, the student mentor program, community partnerships, meetings with base liaison and military counselors, number of clinical teachers with TAMUCC, dual credit with TAMUCCC, DMC, Craft Training Center, and UT. 05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress

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Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 3. Annually increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1) Increase communication through emails and social media platforms. 2) Offer opportunities for parent feedback. 3) Create awareness of school programs and parent volunteer opportunities. (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2021 - May 2022	(F)Title II 6400 - \$1,100	Criteria: Open dialog, printed and electronic information, website, social media and media outreach. 05/03/22 - Completed 02/14/22 - On Track 11/08/21 - Some Progress

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Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 4. Annually increase Parent Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Increase parental involvement and awareness by providing opportunities for parents to be involved in their child's education after the COVID-19 pandemic is over. 1) Promote school sponsored activities such as Back to School Swarm, Parent Conference Day, Open House, Homecoming Parade, Texas Public Schools Week, College Financial Aid Night, Parent Teacher Organization meetings, and College & Career Days. 2) Educate parents to utilize Skyward Family Access as a tool to monitor student performance and attendance, 3) Encourage students and parents to utilize teacher webpages as a way to access daily class assignments and educational resources, 4) Provide content specific pamphlets at various school/parent functions (i.e. Hello Freshmen, AP, CTC, TAMU-CC Island Academy Program, DMC Hornet Academy, College Financial Aid, and College and Career Fairs, and 5) Participate in the District Mentoring Program. (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Department Head(s), Principal, Teacher(s)</p>	<p>August 2021-May 2022</p>	<p>(S)SCE 6100 - \$1,000, (S)SCE 6200 - \$500, (S)SCE 6300 - \$500</p>	<p>Criteria: Sign-in sheets for events, committees, and volunteer opportunities.</p> <p>05/03/22 - On Track 02/14/22 - On Track 11/08/21 - Some Progress 11/08/21 - Some Progress</p>

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Goal 4. Goal 4: Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compare adopted budget to actual budget Increase communication and involvement from departments and programs in the budget planning process (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Associate Superintendent of Student Services, Chief Financial Officer, Counselor(s), Curriculum Supervisor, EIC & Planning and Decision-Making Teams, HS Staff, Principal(s)	August 2021 - May 2022	(S)CTE 6300 - \$200	Criteria: Budget meetings 05/03/22 - Significant Progress 02/14/22 - Some Progress 11/08/21 - Some Progress

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Goal 4. Goal 4: Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a communication plan to educate staff and community regarding debt management process(es) (Target Group: All) (Strategic Priorities: 4) (ESF: 1)	Assistant Principal(s), Chief Financial Officer, Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2021 - May 2022	(F)Title II 6300 - \$300, (S)SCE 6400	Criteria: Present debt management plan to SBDM committee and staff, budget committee meetings, board meetings, community advisory meetings. 05/03/22 - Significant Progress 02/14/22 - Some Progress 11/08/21 - Some Progress

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Goal 4. Goal 4: Financial Stewardship

Objective 3. Increase communication and clarity regarding Operational Effectiveness and Efficiency

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop measurable indicators that provide meaningful information regarding effectiveness and efficiency of operations (Target Group: All) (Strategic Priorities: 4) (ESF: 1)	Curriculum Supervisor, EIC & Planning and Decision-Making Teams, Leadership Team, Principal	August 2021 - May 2022	(S)SCE 6100 - \$1,000, (S)SCE 6200 - \$500, (S)SCE 6300 - \$500	Criteria: Meeting with campus and department leads, discuss indicator result with appropriate personnel. 05/03/22 - Significant Progress 02/14/22 - Some Progress 11/08/21 - Some Progress

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Goal 4. Goal 4: Financial Stewardship

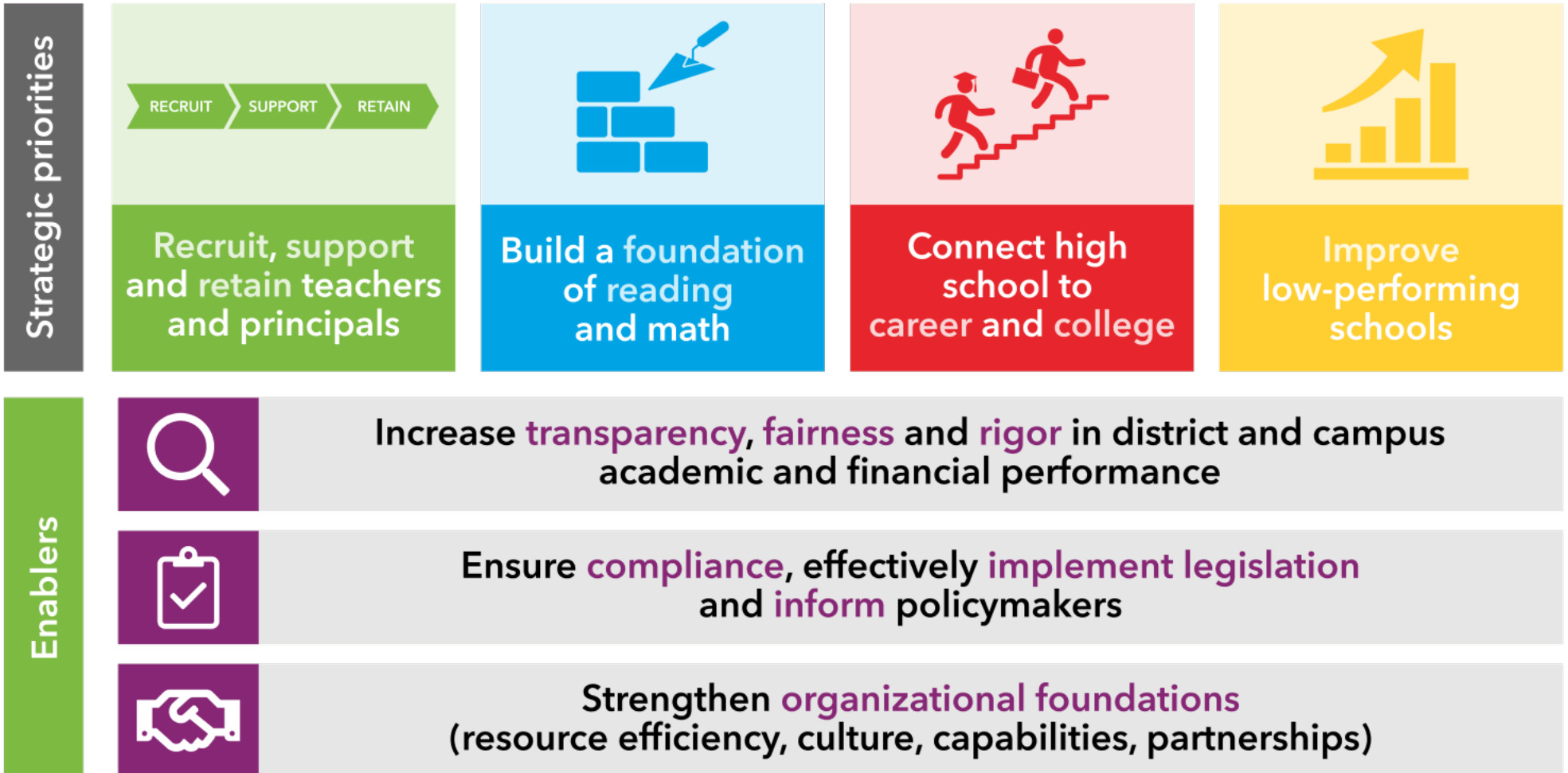
Objective 4. Increase communication and clarity of Critical Success Factors of Financial Stewardship

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compare adopted budget to actual budget Revenue projection process (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3)	Chief Financial Officer, Curriculum Supervisor, Director of Special Programs, Principal	August 2021 - May 2022	(S)SE-162 6100 - \$1,000, (S)SE-162 6200 - \$500, (S)SE- 162 6300 - \$500	Criteria: Budget workshop 05/03/22 - Significant Progress 02/14/22 - Some Progress 11/08/21 - Some Progress

High School Campus:

1. Continue the formalized continuous improvement process that was put in place last year by collecting student, parent and staff data (including surveys) and using that data to develop future goals through collaboration with the leadership team.
2. Implement Social and Emotional Learning lessons through the new MAPS course using the School-Connect curriculum
3. Re-form a campus technology committee that will seek input from teachers and students to guide campus decisions on purchasing and integrating technology into classroom instruction.
4. Work through subject area PLCs in English 1, English 2, Algebra 1, Biology and US History to develop instructional strategies to increase the number of students achieving mastery level on End of Course Exams.
5. Identify students who have not passed all areas of the TSI and allow for additional testing opportunities.

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



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

Flour Bluff High School Strategic Plan Balanced Scorecard 2021-2025

In Flour Bluff ISD We Believe...

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

Mission:

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

Goals:	Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes: (Outcomes) (X to Y by Z)
Goal 1: Students: Well-being and academic Success.	1.1 Annually increase Social, Emotional Learning (SEL) & Well-being	Implement vigorous system of supports for students' emotional and mental health to include: <ul style="list-style-type: none"> • Counselor watch • Group counseling with LPC • Delivery of SEL curriculum and mental health awareness through Maps Classes (9-12) • Mandatory Maps Classes for freshmen • Student-to-student tutorials and mentoring during advisory • Post Mental Health Resources around the building • Red Ribbon Week 	Review of Services and data comparison: <ul style="list-style-type: none"> • Review caseload of LPC • Review Data for number of outcries from students 	We will begin tracking this data beginning at the end of 2021-2022 school year to determine a number of outcries. <ul style="list-style-type: none"> • Number of out-cries and staff response will decrease by 10% by 2025.

		<ul style="list-style-type: none"> Empower students through Mental Health Awareness club and Student Leadership Group 		
	1.2 Annually increase the Academic Achievement in the four core academic areas: Reading & Language Arts Mathematics Science Social Studies	<ul style="list-style-type: none"> Increase Professional Development for teachers Increase teacher collaboration by departmentalizing hallways Create a master schedule that allows staff to focus on one content area at a time rather than alternating courses throughout the day Allow departments time to review data and vertically align content Offer tutorials before and after school as well as during Advisory Create tutorial contracts for students who are failing their classes Daily work including warm-ups Spiraling of curriculum Integration of core areas into non-core subject areas Access to online textbooks 	Curriculum Alignment <ul style="list-style-type: none"> Professional Learning Community Agendas to ensure alignment Curriculum Documents (YAGs, Pacing Guides) Staff member participation in district alignment committees Professional Development <ul style="list-style-type: none"> Agendas Eduphoria Certificates Curriculum Resources Needs Assessments Data Analysis <ul style="list-style-type: none"> DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) Interactive notebooks 	Increase all STAAR EOC scores and passing rates by 2025 in the following areas: English I – 76% to 85% English II – 80% to 90% Algebra I – 59% to 70% Biology – 88% to 95% US History – 94% to 98%
	1.3 Annually increase CCMR results	College Readiness <ul style="list-style-type: none"> Clear communication of pathways to advanced level courses for current High School, Junior High and Intermediate students Strengthen the partnership with Del Mar College to stay abreast of programs offered. Increase partnerships with businesses within the community to meet the future career needs needs of the community 	<ul style="list-style-type: none"> TSI Del Mar and TAMUCC Dual Credit numbers increased OnRamps numbers, courses, and sections increased Regular scheduled meetings with Del Mar College to increase CTE courses SBDM meetings to discuss the needs of the community 	Increase the number of students who pass both sections of the TSI from 51% to 65% by 2025. Increase the percent of students who earned college credit for at least: 3 hours in ELA or Mathematics Or 9 hours in any subject (CCMR Requirements) from 33% (graduates) to 50% by 2025. Host 1 (spring) student/parent meeting at the Intermediate Host 2 (fall/spring) parent meetings at the junior high school to inform students and parents about advanced level courses.
		Career Readiness <ul style="list-style-type: none"> Well-defined communication about CTE Pathways and certification in the pathways 	<ul style="list-style-type: none"> Certifications CTE Enrollment-Coherent Sequence 	Increase the number of students enrolled in a coherent sequence of CTE classes from 16.9% to 25% by 2025. Increase the number of students receiving CTE certifications from 9% to 25% by 2025.

		Military Readiness <ul style="list-style-type: none"> Interaction with the military to gather information on what the military can offer students 	<ul style="list-style-type: none"> Military Enlistment Partnership with Military Recruiters Meet requirements for Purple Star Campus Designation 	Increase the number of students who enlist in the military from 6% to 8% by 2025.
	1.4 Annually increase Student Engagement	<ul style="list-style-type: none"> Robust recruitment of students starting at 6th grade into cocurricular programs i.e., athletics, ROTC, Fine Arts, Math Club. Utilize FBHS Information and Media classes to create commercials and advertise all extra and co-curricular programs Feature student success in all activities through Social Media platforms Promote school spirit with emphasis on Class, Pride, & Heart and You Matter spirit wear, school signage, classroom lessons and leadership groups 	<ul style="list-style-type: none"> Number of Students enrolled in athletics. Number of Students involved in non-athletic UIL events. Number of students participating in clubs and organizations. Spirit events and competitions including pep rallies. 	Increase the number of students who are involved in all athletic teams and non-athletic clubs and organizations from <u>75</u> % to <u>80</u> % by 2025.
Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.	2.1 Annually increase Faculty & Staff Engagement	<ul style="list-style-type: none"> Administrators present for Dept. Meetings and PLC Consistent Walk-Throughs and check-ins with staff Include all staff including Inclusion teachers and paras in PLC meetings at least twice a month Organize more trainings for new teachers concerning Skyward and DMAC Assign mentors to all new to the district staff 	<ul style="list-style-type: none"> Reduction of staff turnover Reduction in teacher absences 	Decrease annual staff turnover rate from 11% to 9% by 2025.
	2.2 Annually increase Faculty & Staff Satisfaction	<ul style="list-style-type: none"> Implement a Teacher of the Month program voted on by students Staff Appreciations Assign mentors to all new to the district staff Check-ins with staff Staff Surveys for teaching assignments Open Door Policy with Principal Increase communication 	<ul style="list-style-type: none"> Reduction of staff turnover Reduction in teacher absences 	Decrease annual staff turnover rate from 11% to 9% by 2025.

	2.3 Professional Development Plans are developed and executed for all Categories of Employees	<ul style="list-style-type: none"> Create an Aligned System of Professional Development Have more ESL certified teachers in all core areas Training/Collaboration/Calibration time for all staff 	Professional Development <ul style="list-style-type: none"> Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments Data Analysis Curriculum Writing 	Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy from - .01 % to 20 % by 2025.
	2.4 Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes	<ul style="list-style-type: none"> Create guidelines and procedures manuals for all secretaries, sponsors, and dept. leads Give the Departments a maximum amount of budget to spend per year. 	An annual business symposium to discuss changes to guidelines or procedures. <ul style="list-style-type: none"> Training opportunities will be scheduled throughout the year to reinforce procedures and provide opportunities for feedback. 	No findings on Annual Financial Report
Goal 3: Community Satisfaction and Engagement	3.1 Annually increase Non-Parent Community Satisfaction	Create a comprehensive method of distributing information: <ul style="list-style-type: none"> FBHS Initiatives News & Events Community Activities 	Printed information, electronic information, website, social media, media outreach	Increase the number of non-parent community survey responses by 10% by 2025.
	3.2 Annually increase Non-Parent Community Engagement	<ul style="list-style-type: none"> Increase non-parent engagement on district committees Engage with business and non-profit partners to connect initiatives with resources Engage with local military to connect initiatives with resources Work with Institutes of Higher Learning to promote academics 	<ul style="list-style-type: none"> Site-Based Decision Making Committee PTO Mentors Community Partnerships Base liaison, military counselors Student/Clinical Teaching: TAMUCC Dual Credit: TAMUCC, Del Mar College Craft Training Center, UT, 	Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025.
	3.3 Annually increase Parent Satisfaction	<ul style="list-style-type: none"> Increase communication through emails and social media platforms Offer opportunities for feedback Create awareness of school programs and volunteer opportunities 	<ul style="list-style-type: none"> Open Dialog Printed information, electronic information, website, social media and media outreach 	Increase the number of parent community survey responses from 10% to 30% by 2025. Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question "I am satisfied with the quality of education at my child's campus.")
	3.4 Annually increase Parent Engagement	<ul style="list-style-type: none"> Increase parent participation at school events Increase parent involvement on campus committees Encourage parents to volunteer their time at the HS and HS events 	<ul style="list-style-type: none"> Sign-In Sheets for events, committees and volunteer opportunities 	Increase parent engagement for all school functions and events by 10% by 2025.
Goal 4: Financial Stewardship	4.1 Increase communication and clarity regarding the	<ul style="list-style-type: none"> Compare Adopted Budget to Actual Budget 	<ul style="list-style-type: none"> Budget meetings 	Completed Comparison of Final Adopted Budget to Actual Budget

	Coherent Budget Development, Adoption, and Management Processes	<ul style="list-style-type: none"> • Increase communication and involvement from departments and programs in the budget planning process 		Analysis of budget and expenditures
	4.2 Increase communication and clarity regarding the Coherent Debt Management Process(es)	<ul style="list-style-type: none"> • Develop a communication plan to educate staff and community regarding debt management process(es) 	<ul style="list-style-type: none"> • Present debt management plan to SBDM committee and staff <ul style="list-style-type: none"> ○ Budget Committee Meetings ○ Board Meetings ○ Community Advisory Meetings 	Maintain a management system to track budget and expenditures
	4.3 Increase communication and clarity regarding Operational Effectiveness and Efficiency	<ul style="list-style-type: none"> • Develop measurable indicators that provide meaningful information regarding effectiveness and efficiency of operations 	<ul style="list-style-type: none"> • Meeting with campus/department leads <ul style="list-style-type: none"> ○ Discuss indicators result with appropriate personnel 	Review reports and data from Central Office
	4.4 Increase communication and clarity of Critical Success Factors of Financial Stewardship	<ul style="list-style-type: none"> • Compare Adopted Budget to Actual Budget • Revenue Projection Process 	<ul style="list-style-type: none"> • Budget Workshop 	No findings on Annual Financial Report FIRST Rating Staff/Student Ratio