

FLOUR BLUFF ISD

Flour Bluff District Improvement Plan 2021/2022



Date Reviewed:

DMAC Solutions ®

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Date Approved:

2/10/2023

FLOUR BLUFF ISD

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 ISD 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:

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

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

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship

FLOUR BLUFF ISD Site Base

Name	Position
Soliz-Garcia, Velma	Superintendent
Wiggins, Laura	Community Representative
Bright, Monette	Community Representative
Klein, Steven	Business Representative
Canavati, Sam	Business Representative
Beard, Christina	Parent
Debler, Travis	Parent
Koester, Chemaine	Parent
Stapper, Chris	Parent
Evans, Deanna	Parent
Pailles, Pam	High School Administrator
Gibson, Lara	Intermediate Teacher
Ruefle, Sophie	Intermediate Teacher
Darst, Carrie	Intermediate Teacher
Rodriquez, Marina	Intermediate Teacher
Beauregard, Amanda	Intermediate Curriculum
Samuels, Harry	Junior High Teacher
Zepeda, Brooke	Junior High Teacher
Gillespey, Anthony	Junior High Teacher
Papenfuss, Matthew	Junior High Teacher
Blair, Tamara	Junior High Curriculum
Turnball, Amy	High School Teacher
Graf, Zachary	High School Teacher
Klaus, Lisa	High School Teacher
Laza, Sara	High School Teacher
McCoy, Denise	ECC Teacher
Ferrand, Afton	ECC Teacher
Lowry, Ann	ECC Teacher

FLOUR BLUFF ISD Site Base

Name	Position
Sherard, Jennifer	ECC Teacher
Brewer, Cindy	Primary Teacher
Molina, Tanya	Primary Teacher
Samuels, Rebecca	Primary Teacher
Ellis, Terri	Primary Teacher-2nd Year
Drake, Cindy	Primary Counselor
Harris, Rochellea	Elementary Teacher
Sykes, Tia	Elementary Teacher
Dyckman, Courtney	Elementary Teacher
Watson, Ashley	Elementary Teacher- 2nd Year
Cristan, Veronica	Elementary Assistant Principal
Mora, Erica	ECC Counselor
Barganski, Linda	District Level Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff ISD represents a diverse population of students. The students of Flour Bluff ISD are accepting of new students moving in from various backgrounds, such as military, foreign exchange, out-of-country, out-of-state, other public schools, private schools, charter schools, etc. The students assimilate very well into the culture of Flour Bluff ISD. The district provides many resources for families, including Military Counselors, Social Workers, Guidance Counselors, web resources, print resources, Graduation and Career Planning Guides, handbooks, newsletters, etc.

Demographics Weaknesses

Flour Bluff ISD's eight year enrollment has been flat.

Demographics Needs

Flour Bluff ISD will continue to advertise for enrollment through social media, advertising, and adding and expanding programs to attract more students.

Demographics Summary

Flour Bluff Independent School District was established in 1892 and encompasses a 156 square mile area. The district includes the Naval Air Station, the Corpus Christi Army Depot, the Flour Bluff community and a developing resort and residential area on North Padre Island. Six campuses and athletic facilities are located on a single 170 acre site which supports 5,531 students in prekindergarten through 12th grades. The district is extremely competitive in academic and athletic programs and has participated in the district, regional, or state competitions for many years. The district and the City of Corpus Christi have developed a partnership in 2000 with the opening of the Janet F. Harte Public Library on school property which serves as both the high school library and the city public library. The district serves a population that is 45.4% Economically Disadvantaged, 11.7% Special Education, 11.4% Gifted and Talented, 2.7% English Language Learners, 46.4% At-Risk, 2.2% African-American, 47.6% Hispanic, 42.6% White, 5.3% Two or More Races and 2% Asian. Approximately 10% of our students are from military

Comprehensive Needs Assessment

Demographics Summary (Continued)

families. Flour Bluff had 393 graduates in 2021. We had 321 graduates who graduated at the distinguished level (82%). We had 361 students graduate with one endorsement (92%) and 16 (4%) graduates with two endorsements.

Data source was OnSuiteData and will be updated after PEIMS snapshot.

Student Achievement

Student Achievement Strengths

Flour Bluff ISD received an "A" on the 2019 Accountability Rating and 2019 Special Education Determination Status: Meets Requirements

Campus Accountability Ratings

ECC and Primary are paired with the Elementary: C

Intermediate: A

Junior High: B

High School: B

Accountability Distinction Designations:

Intermediate received four distinction designations:

- Academic Achievement in ELA/Reading
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

Junior High received three distinction designations:

- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

High School received three distinction designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Postsecondary Readiness

Student Achievement Weaknesses

- As a district we would like to increase scores in meets and masters in math, specifically in Algebra I.
- Four-year longitudinal graduation rate is 89.9%.
- The annual drop out rate is 1% at the 7th and 8th grade and 1.4% at 9th-12th grade.
- Attendance rate for the district is 95.3%

Student Achievement Needs

Improve overall STAAR performance at the masters level. The district needs to continue vertical alignment throughout the district.

Student Achievement Summary

Students in Grades 3-8 took the State of Texas Assessment of Academic Readiness (STAAR). High School students took the State of Texas Assessment of Academic Readiness End-of-Course exams. Data was evaluated on the percentage of students who Approaches Grade Level Or Above. Final scores of the Grades 3-8 assessments for 2019-2020 are as follows:

Reading - All Students

Grade 3 - 77%

Grade 4 - 83%

Grade 5 - 92%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Grade 6 - 79%
Grade 7 - 77%
Grade 8 - 87%

Writing - All Students

Grade 4 - 70%
Grade 7 - 78%

Math - All Students

Grade 3 - 86%
Grade 4 - 75%
Grade 5 - 92%
Grade 6 - 85%
Grade 7 - 87%
Grade 8 - 88%

Science - All Students

Grade 5 - 84%
Grade 8 - 84%

Social Studies - All Students

Grade 8 - 74%

End-of-Course assessments were analyzed according to the percentage of students who Approaches Grade Level or Above The 2019-20 results are as follows:

English I - 74%
English II - 84%
Algebra I (High School) - 88%
Biology - 94%
United States History - 95%

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

The district and campuses teams...

- continue to have a great deal of expertise on the part of teachers in regards to their content areas.
- care deeply about the success of our students.
- put in a great deal of time and effort in working toward growth and success for all students.
- have a variety of resources to assist them in writing district curriculum and have initiated specific writing plans at each grade level.
- continually seek to learn and grow and to assist students in doing so daily.
- Flour Bluff has multiple committees/processes to assist all of our staff in having the opportunity to be heard and to have their needs, questions, ideas heard and addressed.

School Culture and Climate Weaknesses

Students desire to spend more time with the counselor to plan for college and careers.

Communicating all opportunities (extra-curricular) students have to participate in their school.

Due to COVID-19, faculty and staff are experiencing increased challenges professionally and personally.

School Culture and Climate Needs

Need to expand our ability to address students and staff social and emotional needs.

School Culture and Climate Summary

Flour Bluff ISD has a dedicated staff who focus on student achievement and well-being. Teachers work in Professional Learning Communities to decide what students should know and collaborate to develop common assessments to measure student progress.

Flour Bluff ISD students come from a variety of cultures and backgrounds and appreciate each others diversities. Students support each other from academics to extra-curricular activities.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Staff within the district have a very strong educational foundation in their selected content areas. The staff attends professional development to address specific needs as they are identified. District-wide in-service has focused on teachers gaining a deeper understanding of the Texas Essential Knowledge and Skills and developing curriculum. Professional Learning Communities discuss the rigor and the expectations of the district developed curriculum. Professional Learning Community meetings are held to open the communication lines between teachers and between grade levels for each of the subject areas. Through this process, teachers are able to envision how students begin at Pre-kindergarten and what students are expected to accomplish by graduation at the High School level. Conversations between teachers are extremely useful as teachers develop curriculum throughout the school year. All teachers and para-professionals are 100% Highly Qualified as identified by the federal guidelines.

Staff Quality, Recruitment and Retention Weaknesses

The district will continue to improve the compensation and benefits package to recruitment and retention of faculty and staff. The district will continue to enhance the mentorship program to support new teachers to the district with zero to three years of experience.

Staff Quality, Recruitment and Retention Needs

New staff desire the knowledge from experienced teachers and mentors.
Vertical alignment between campuses to allow for collaboration between grade levels.

Staff Quality, Recruitment and Retention Summary

In 2020-2021, Flour Bluff ISD had 749 staff members employed by Flour Bluff ISD. Staff are categorized as follows:
Teachers = 365
Professional support = 59
Campus administration = 23
Central administration = 6
Educational aides = 106
Auxiliary staff = 207

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

In 2020-2021, teachers have an average of 13 years experience in teaching compared to the state average of 11.1 years. The average number of years experience within the district is 8.4 years compared to 7.2 years throughout the state. The student-to-teacher ratio is 15.6. 68% of teachers in the district hold a Bachelor's degree. 30.5% of the district teachers have earned a Master's degree while 24.5% of the state's teachers hold a masters degree. The turnover rate of teachers employed in the district is 11% and the state average is 16.8%. The personnel department, along with each campus principal, actively recruits teachers to find the best person for each position. New teachers to the district are supported through mentoring initiatives and professional development.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The district teachers write curriculum in grades PreK-12; all grade levels are housed in Google Drive. This summer, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments; they continue to fine-tune the instructional focus documents as the year progresses and updates are needed.

Curriculum Resources and Textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website in Grades PreK-8th Grade.

Really Great Reading resources in Grades Kindergarten-3rd Grade strengthen the foundational phonemic skills early learners need to be successful readers and writers.

Pre-Kindergarten adopted Robert Leslie Publishing (Investigator Club) this school year, meeting the high-quality Pre-K program standards by aligning with 100% of the Pre-K Guidelines.

The Texas Reading Academies professional development for teachers, administrators, and district-level staff in Kindergarten through Grade 3 enhances teacher effectiveness and student achievement. Currently, we have 33 teachers and 2 administrators enrolled in the Academies.

Each campus participates in PLCs and utilizes the time to discuss and refine lesson plans and analyze data.

The Jr. High and High School campuses also use Edgenuity to assist with House Bill 4545 requirements (i.e., tutoring students who failed STAAR/EOCs).

All students in grades 3-12 will take the STAAR/EOC assessments online this year. This adjustment in testing format will enhance accommodations for students who receive them and minimize time spent preparing for testing.

In preparation for online STAAR and EOC testing, all eligible grade level content areas have access to DMAC's online assessment program for unit tests/benchmarks and the instructional reports to guide instruction. The Elementary, Intermediate, and Jr. High campuses will participate in

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

the Fall and Spring online TEA Interim assessments.

Curriculum, Instruction and Assessment Weaknesses

Creating a guaranteed and viable curriculum takes a tremendous amount of time, knowledge, resources, and financial investment. District teachers, curriculum supervisors, and other staff worked a great deal on the curriculum documents over the 2021 summer and throughout the 2021 fall semester; however, teachers and staff missed other professional development opportunities and time spent preparing for students. Finding teachers to write curriculum during the summer and school year is challenging. More time is spent writing the curriculum instead of using the curriculum; the focus is on the "what," not the "how." With the academic learning loss that our students are experiencing due to Covid -19, the district's curriculum lacks the academic support for differentiation, small group instruction, and intervention support; addressing this issue will occur throughout the school year during PLCs. While using Google Drive to house, our curriculum works for us right now; it is not ideal. For lesson planning purposes, the resources in Google Drive are not linked together, resulting in teachers spending more time finding quality resources.

Curriculum, Instruction and Assessment Needs

Ideally, the curriculum is complete and ready for teachers before the school year begins. TEKS Resource System (TRS) is a curriculum resource that would provide teachers with an extensive curricular foundation that would allow personalization to Flour Bluff's academic core beliefs. Furthermore, the robust, all-inclusive documents align with the TEKS that give teachers the foundation to develop engaging, interactive lessons and activities. TEKS Resource System gives teachers the autonomy and time to differentiate for their particular classroom and students. Compared to the cost of district curriculum writing, TEKS Resource System provides a completed curriculum at half the financial obligation.

The Curriculum and Instruction Department needs additional Curriculum Supervisors at the ECC, Primary, Elementary, and High School. It is challenging for two curriculum supervisors to serve three campuses and six grade levels (Prekindergarten, Kindergarten, 1st, 2nd, 3rd, & 4th Grades) effectively. Furthermore, having only one curriculum supervisor at the high school serving 2,000 students and several hundred staff is difficult; the position becomes strictly compliance.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Teachers continue to refine a district-created curriculum for each subject; however, adding TEKS Resource System would shift our focus to improving instruction. Each campus supports teachers through Professional Learning Communities to meet the individual needs of students. Time is scheduled for teachers to discuss strategies used in delivery, analyze data, and determine how to best approach teaching the Texas Essential Knowledge and Skills. Campus curriculum supervisors and principals assist teachers in these discussions and with obtaining resources. In addition to sharing ideas and discussing curriculum, training occurs through the district and campus-level Curriculum Supervisors, the Education Service Centers, and vendors from selected curriculum resources.

Family and Community Involvement

Family and Community Involvement Strengths

Parents have many avenues through which to communicate and to be a part of the activities that best support their children. The district provides training for any parent interested in volunteering on the campuses and who have completed a background screening. The district and campus administration teams encourage parent involvement, engagement, and input. The staff consistently seeks new ways to encourage parents to get involved. Many parents are regularly and actively involved in committees and in volunteering within the school environment. The district established a Community Advisory Committee (CAC) to collaborate with the Board of Trustees and District Administration to create the district's vision, mission, goals, and belief statements for the 2021-2025 school year. The CAC and the board members meet regularly to discuss the status of district initiatives. The Superintendent holds parent and community listening sessions each semester. The Intermediate and Junior High have received the Purple Star Designation for their work with the military students and parents. The Purple Star Designation is a two year recognition for their efforts.

Family and Community Involvement Weaknesses

The number of parents and community who are actively involved with Flour Bluff ISD is historically low but has been incrementally increasing. Lack of parental engagement that represents our diverse community.

Family and Community Involvement Needs

Comprehensive Needs Assessment

The district is continually increasing the number of parents actively involved at the schools and with their child's learning. The district is receptive to feedback gathered from the diverse members of the community. Campuses should consider sending the electronic progress reports more frequently. The district should continue to find ways to make communication accessible to diverse populations such as deaf and hard of hearing and mobility populations, i.e., streaming school board meetings, presentations at different locations.

Family and Community Involvement Summary

The Flour Bluff ISD team consistently works to include parents and the community in the education of their children. Throughout the year, campuses and departments host campus open house events, fairs, parent conferences, training, presentations and special events. Additionally, the district provides resources for parents to communicate with school staff and to stay aware of the academic progress of their children through the use of Skyward Family Access, School Messenger, See-Saw, Teacher Webpages, e-mail, phone, progress reports/report cards, newsletters, the district website, The Latest Buzz News, billboards, etc.

Community members are invited to participate in various events such as the Homecoming Parade/Swarm and the College & Career Readiness and Financial Aid Awareness Fair. Furthermore, citizens are asked to participate on committees, such as the District Level Planning and Decision-Making Team, Campus Site-Based Committee, Calendar Committee, Textbook Committee, and to attend community meetings to discuss concerns. Parents and community members are invited to participate on the School Health Advisory Council, the District of Innovation Committee, and district listening session.

School Context and Organization

School Context and Organization Strengths

The Flour Bluff ISD Board of Trustees are excellent stewards of the tax payers' dollars. The fund balance has been utilized to conduct needed capital improvements. The district attracts transfer students and parents to the district, due to the type of services provided, the competitiveness of our programs and a desire to excel. Flour Bluff ISD has initiated active branding to recruit additional families and students to the district. Flour Bluff ISD has a small town atmosphere which has increased student transfers. Traffic flow seems to have increased. District administration met with the City of Corpus Christi and County LEOs to discuss future street projects and traffic alternatives. Maintenance tax notes will be used to complete the service drive to be utilized as a bus loop in the back area behind all facilities. These projects have commenced.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

Due to the compact nature of the district, traffic and congestion in the district is problematic.

School Context and Organization Needs

The district needs to reroute traffic to alleviate congestion and wait times during drop-off and pick-up times. Transportation Department is working on a shuttle service for students. Establishing a volunteer program to help with traffic control within district property. Create an "FYI Cheat Sheet" for parents who drop off their children at school with tips to be drop-off ready.

School Context and Organization Summary

Flour Bluff ISD has established a reputation for working efficiently and effectively with tax payer dollars to provide a high quality education for the students of the community. The district also attracts transfer students, including children of employees, military/base personnel and tuition students. The district offers a wide variety of courses and programs to meet the needs of all students. The Maintenance and Transportation Departments have worked to maintain the district facilities and resources necessary to conserve funds and provide quality services to students.

Technology

Technology Strengths

Many strengths can be identified in the area of technology. The district invests in and supports technology equipment to be used in the classroom directly with students. Teachers have embraced strategies that blend learning with technology. Interactive displays and document cameras are used extensively in the classrooms to enhance lessons. Closed-circuit television is projected with interactive displays to engage students in various activities such as announcements and distance learning. Updated servers are used to share information throughout the district and provide data storage so that teachers may collaborate more effectively using the technology. A system of computer rotations has been put into place that allows campuses to use technology that is not outdated for activities. Another area of strength identified is the personnel who support the technology throughout the district. The individuals who are hired to support the technology are highly qualified individuals who respond to various needs professionally and proficiently. They work with teachers to ensure equipment functions properly, and

Comprehensive Needs Assessment

Technology Strengths (Continued)

they also take the time to explain the functions of the equipment, software, etc. They are eager to work with teachers on innovative projects. Security cameras have been updated throughout the district to provide a continuous view of all campuses to increase security. The technology department has introduced and provided training and support for Google Docs and Microsoft 365. This web-based program allows teachers the flexibility to provide integration within their curriculum. Students are encouraged and supported to utilize "Bring Your Own Device" (BYOD) in the Junior High and High School campuses.

Technology Weaknesses

More instructional training is needed on how best to integrate technology into instruction.

Technology Needs

Most classrooms were equipped with interactive whiteboards, which need projectors. This equipment is starting to fail, necessitating replacement. Most of the High School and Junior High have switched to televisions because there is little to no need for the interactivity function. The Early Childhood Center, Primary, Elementary, and Intermediate, need the interactivity function and therefore needs television displays with built-in interactivity to replace the older projector to whiteboard setups.

The public announcement system at the Intermediate needs replacement. Currently, this system is over 30 years old and will fail without warning. We will need to replace it with a system that will tie into the High School, Junior High, and Administration.

Technology Summary

Flour Bluff ISD currently has the following technology equipment available in the district:

Early Childhood Center

40 Desktop Computers
88 Laptop Computers
11 Printers
1 Audio System

Comprehensive Needs Assessment

Technology Summary (Continued)

28 LCD Projectors
34 Document Cameras
28 SMART Boards
148 iPads
1 Fax Machine
123 Chromebooks
10 Interactive Display

Primary Campus

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

Elementary Campus

80 Desktop Computers
74 Laptop Computers
7 Printers
2 Audio Systems
55 LCD Projectors
45 Document Cameras
50 SMART Boards
93 iPads
1 Fax Machine
3 Scanners
638 Chromebooks
7 Interactive Displays

Intermediate Campus

109 Desktop Computers
118 Laptop Computers

Comprehensive Needs Assessment

Technology Summary (Continued)

6 Printers
47 LCD Projectors
39 Document Cameras
39 SMART Boards
136 iPads
1 Scanner
1 Fax Machine
633 Chromebooks
4 Interactive Displays

Junior High Campus

50 Desktop Computers
228 Laptop Computers
25 Printers
12 LCD Projectors
36 Document Cameras
12 SMART Boards
168 iPads
1 Scanner
1 Fax Machine
1 Scanner
30 Kindles
1015 Chromebooks
4 Interactive Displays
40 65" TV SCREENS

High School Campus (HS/SDGC/Auditorium)

334 Desktop Computers
517 Laptop Computers
66 Printers
12 LCD Projectors
52 Document Cameras
12 SMART Boards
40 iPads
4 Fax Machines
4 Scanners
1120 Chromebooks
1 Interactive Displays
80 65" TV SCREENS

Comprehensive Needs Assessment

Technology Summary (Continued)

Athletics

10 Desktop Computers
29 Laptop Computers
12 Printers
7 LCD Projectors
1 Scanner
18 iPads
2 Audio Systems
3 Apple TVs
10 Various Video Displays 40-65"

Special Education

9 Desktop Computers
25 Laptop Computers
3 Printers
33 iPads
20 Chromebooks

Administration/Central Kitchen/Maintenance/Print Shop

43 Desktop Computers
30 Laptop Computers
14 Printers
3 LCD Projectors
1 Document Camera
2 Smart Boards
28 iPads
3 Scanners
4 Fax Machines
8 Tablets
14 POS Computers
1 Chromebook
District-wide, there are 220 security cameras.

Comprehensive Needs Assessment Data Sources

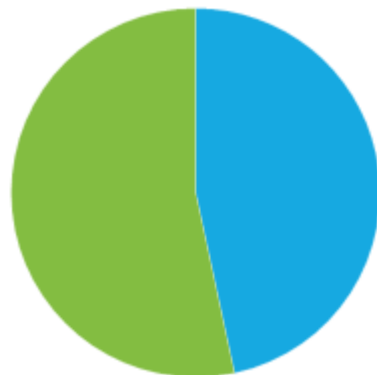
Accountability Distinction Designations
Annual dropout rate data
AP and/or IB assessment data
Attendance data
Budgets/entitlements and expenditures data
Campus leadership data
Campus Performance Objectives Summative Review
CIRCLE and mCLASS
Closing the Gaps Domain
College, career or military-ready graduates
Communications data
Community Demographics
Community Input
Community surveys and/or other feedback
Completion rates and/or graduation rates data
Comprehensive, Targeted, Additional Support Ident.
Current and/or prior year(s) campus/district plans
Department/faculty meeting discussion/data
Disaggregated STAAR Data
Discipline records
District Goals
District Policies
Drop-out Rates
Dyslexia Data
Effective Schools Framework data
Evaluation(s) of professional development
Failure Lists
Federal Program Guidelines
Federal Report Card Data
Grades that measure student performance on TEKS
Highly Qualified Staff
Local diagnostic reading assessment data
Mobility rate, including longitudinal data

Comprehensive Needs Assessment

Observation Survey results
Parent engagement rate
Parent surveys and/or other feedback
Planning and decision making committee data
Processes and procedures for teaching and learning
Professional development needs assessment data
Professional learning communities (PLC) data
PSAT and/or ASPIRE
Results Driven Accountability (RDA)
Running Records results
Safe Schools Checklist
SAT and/or ACT assessment data
SCE Policy
Special Programs Evaluations
Special Student Populations
STAAR current and longitudinal results
STAAR EL Progress Measure data
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
Student Progress Domain
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher/Student Ratio
TELPAS results
Texas Academic Performance Report (TAPR) data
Texas approved PK and K assessment data

Resources

Currency



Total	\$800,833
Federal	\$373,431
State	\$427,402
Local	\$0
Other	\$0

Resource	Source	Amount
ESL 6200	Federal	\$28,840
ESL 6300	Federal	\$12,265
ESL 6400	Federal	\$3,800
ESSER3 6100	Federal	
ESSER3 6200	Federal	\$22,100
ESSER3 6300	Federal	\$155,300
ESSER3 6400	Federal	\$122,700
Title I 6100	Federal	
Title I 6200	Federal	\$12,250
Title I 6300	Federal	\$5,000
Title I 6400	Federal	\$3,450
Title II 6300	Federal	\$2,000
Title II 6400	Federal	\$4,757
Title IV 6200	Federal	\$500
Title IV 6400	Federal	\$469
SCE 6100	State	
SCE 6200	State	\$2,470

Resources

Resource	Source	Amount
SCE 6300	State	\$2,177
SCE 6400	State	\$6,094
SE-162 6100	State	\$313,413
SE-162 6200	State	\$42,314
SE-162 6300	State	\$48,323
SE-162 6400	State	\$9,797
SE-224 6100	State	\$2,814

FLOUR BLUFF ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will provide the resources and training necessary to support students and teachers, including:</p> <p>Professional Learning Community Discussions Data Analysis (i.e., DMAC) Social-Emotional Curriculum (Project Positively, School Connect, Ripples Effect) Tutoring Support Response to Intervention Strategies Discipline Management Plan Child Abuse Trafficking and Maltreatment Awareness Trauma-Informed Care Professional Development (NCI/CPI Training) Maintain District Code of Conduct and District Parent/Student Handbook HOST Mentor Program (Target Group: All)</p>	Assistant Principal(s), Chief Academic Officer, Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(F)ESL 6200 - \$8,840, (F)ESL 6300 - \$4,000, (F)ESSER3 6200 - \$4,400, (F)ESSER3 6300 - \$25,000, (F)ESSER3 6400 - \$26,000, (F)Title I 6100, (F)Title I 6200 - \$3,000, (F)Title I 6300 - \$2,000, (F)Title I 6400 - \$500, (F)Title II 6300 - \$1,000, (F)Title IV 6200 - \$200, (S)SCE 6100, (S)SCE 6200 - \$800, (S)SCE 6300 - \$500, (S)SCE 6400 - \$1,000, (S)SE-162 6100 - \$62,682, (S)SE-162 6200 - \$7,052, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,959, (S)SE-224 6100 - \$704	<p>Criteria: Mathematics Results for STAAR, Promotion/Retention Data, Attendance, Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks Performance on STAAR, ACT, SAT, AP Assessments Walkthroughs Quality Lesson Plans & Instruction Implementation of Curriculum Implementation of Strategies Grade Reports Evaluations Surveys Promotion/Retention Data Student Code of Conduct Parent and Student Handbooks PLC Agendas and Sign-In DMAC Reports Training Certificates</p> <p>06/01/22 - Completed (S)</p>

FLOUR BLUFF ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will provide the resources, training and, supervision necessary to support students and teachers in reading, math, science, social studies and, writing. This will include:</p> <p>Professional Learning Community Discussions Data Analysis (i.e., DMAC) District Developed Curriculum Supplies, Manipulatives Programs (A-Z Learning, Education Galaxy, Stemsopes, Living Materials, Screencastify) Technology Tutoring Support Mult-Tier Systems of Support Professional Development (CAST, Texas Assessment Conference, Counselor Support, TCEA, Reading Academies, Reading by Design) Accelerated Instruction (Edgenuity and Edgenuity Path-Way) College Readiness Strategies HORNET Learning Academy (drop-out prevention) Lab Space and Science Equipment Vertical Alignment (Target Group: All)</p>	Assistant Principal(s), Chief Academic Officer, Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(F)ESL 6200 - \$6,000, (F)ESL 6300 - \$4,000, (F)ESSER3 6200 - \$4,400, (F)ESSER3 6300 - \$30,000, (F)ESSER3 6400 - \$26,000, (F)Title I 6200 - \$2,000, (F)Title I 6300 - \$2,000, (F)Title I 6400 - \$500, (F)Title II 6300 - \$1,000, (F)Title IV 6200 - \$200, (S)SCE 6100, (S)SCE 6200 - \$800, (S)SCE 6300 - \$500, (S)SCE 6400 - \$1,000, (S)SE-162 6100 - \$62,682, (S)SE-162 6200 - \$7,052, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,959, (S)SE-224 6100 - \$704	<p>Criteria: Science Results for STAAR, Promotion/Retention Data, Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks Performance on STAAR, ACT, SAT, AP Assessments Walkthroughs Quality Lesson Plans & Instruction Grade Reports Evaluations Surveys Promotion/Retention Data Attendance and Drop Out Rates</p> <p>06/01/22 - Completed (S)</p>

FLOUR BLUFF ISD

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

Objective 3. Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will provide the resources, training and, supervision necessary to support students and teachers, including:</p> <p>College Readiness Assessments (SAT, PSAT, ACT, AP, TSI)</p> <p>Career Assessment (ASVAB, Transition Assessments)</p> <p>Individual education plans</p> <p>CTE, AP, Dual Credit Course offerings</p> <p>Communication Resources (Skyward, Family Access, Google Documents, School Messenger)</p> <p>Resources and Materials</p> <p>College and Career Readiness Activities</p> <p>Tutoring</p> <p>Transportation</p> <p>Professional Development (AP Training, Special Populations Training, CTE Pathway Training)</p> <p>Pathways in Technology Early College High School (P-TECH)</p> <p>Awareness about CTE courses offered at the campuses (Target Group: All)</p>	<p>Assistant Principal(s), Chief Academic Officer, Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2021-2022</p>	<p>(F)ESL 6200 - \$6,000, (F)ESL 6300 - \$3,000, (F)ESSER3 6200 - \$4,200, (F)ESSER3 6300 - \$25,000, (F)ESSER3 6400 - \$26,000, (F)Title I 6100, (F)Title I 6200 - \$2,000, (F)Title I 6300 - \$1,000, (F)Title I 6400 - \$500, (F)Title II 6400 - \$757, (S)SCE 6200 - \$870, (S)SCE 6300 - \$600, (S)SCE 6400 - \$1,094, (S)SE-162 6100 - \$62,682, (S)SE-162 6200 - \$7,052, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,959, (S)SE-224 6100 - \$704</p>	<p>Criteria: English Language Arts Results for STAAR, Promotion/Retention Data, Attendance, Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks Performance on STAAR, ACT, SAT, AP Assessments Writing Samples/Portfolios Walkthroughs Quality Lesson Plans & Instruction Implementation of Curriculum Implementation of Strategies Grade Reports Evaluations Surveys Promotion/Retention Data CCMR Rating SAT/ACT Participation CTE Class Enrollment AP Training Certificates ASVAB Enrollment</p> <p>06/01/22 - Completed (S)</p>

FLOUR BLUFF ISD

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

Objective 4. Annually increase Student Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide the resources, training, and support necessary for student engagement: Recruitment of 6th-grade students in co-curricular activities (athletics, LOTC, math club, fine arts) Advertise student programs through media classes Character Building Programs (Project Positivity, Ripples Effect) Tutoring and student/community mentoring Positive Behavioral Support System Guidance Counselors and Services Family Resources College and Career Guidance (Career & College opportunities, grants, financial aid) Social Workers Communities in Schools Bullying Prevention Strategies and Lessons Random Drug Testing Dating Violence Prevention Abstinence Education Parent Involvement Resources and Training Extracurricular Activities School Health Advisory Committee Nursing Staff Immunization Clinics FitnessGram Security Systems Stop the Bleed, CPR (Target Group: All)	Assistant Principal(s), Chief Academic Officer, Chief Communications Officer, Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(F)ESL 6200 - \$6,000, (F)ESL 6300 - \$1,265, (F)ESSER3 6200 - \$4,200, (F)ESSER3 6300 - \$28,300, (F)ESSER3 6400 - \$26,000, (F)Title I 6200 - \$2,000, (F)Title I 6400 - \$500, (F)Title II 6400 - \$2,000, (F)Title IV 6200 - \$100, (S)SCE 6100, (S)SCE 6300 - \$577, (S)SCE 6400 - \$1,000, (S)SE-162 6100 - \$62,682, (S)SE-162 6200 - \$7,052, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,959, (S)SE-224 6100 - \$702	Criteria: 6th Grade Athletic Enrollment Tutor/Mentor List Ripple Effect Usage Reports PBIS Training Log Discipline Data Community In Schools Log Sign-In Sheets 6 to 8 Year Plans Social Worker Logs Surveys 06/01/22 - Completed (S)

FLOUR BLUFF ISD

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

Objective 1. Annually increase Faculty & Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will provide the resources, training support and recognition to ensure that teachers and staff are engaged in district planning and process:</p> <p>Opportunities for committee participation (District Site-Based, Calendar, District of Innovation, Superintendent Advisory Committee, School Health Advisory Committee, Textbook/Instructional Resource Committee)</p> <p>Professional Development (Safe Schools Training, Content Training, Mental Health First Aid, NCI/CPI Training, CPR, Standard Response Protocol Training)</p> <p>Climate Surveys</p> <p>Teacher recognition via social media, district website, and local media, Board Recognition, The Buzz, Service Recognitions, Marquee announcements (Target Group: All)</p>	<p>Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2021-2022</p>	<p>(F)ESL 6200 - \$2,000, (F)ESL 6400 - \$3,800, (F)ESSER3 6200 - \$4,900, (F)ESSER3 6300 - \$27,000, (F)ESSER3 6400 - \$16,000, (F)Title I 6200 - \$2,000, (F)Title I 6400 - \$350, (F)Title II 6400 - \$2,000, (F)Title IV 6400 - \$469, (S)SCE 6400 - \$2,000, (S)SE-162 6100 - \$62,685, (S)SE-162 6200 - \$7,052, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,961</p>	<p>Criteria: Emergency Operations Plan, Emergency Drills, Guidance Services, Discipline Data, Security Audits</p> <p>Required Documentation</p> <p>Implementation of Curriculum</p> <p>Implementation of Strategies</p> <p>Evaluations & Surveys</p> <p>Safe Schools Online Reports</p> <p>Survey Results</p> <p>Committee Agendas and Participation Rosters</p> <p>DOI Plan</p> <p>06/01/22 - Some Progress (S)</p>

FLOUR BLUFF ISD

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

Objective 2. Annually increase Faculty & Staff Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will provide the resources and training and support and educational environment to ensure that teachers and staff are satisfied with their careers:</p> <p>Professional Learning Community Model Effective and consistent students discipline Competitive pay and benefits Highly Qualified staff Utilize district wellness program (Target Group: All)</p>	<p>Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2021-2022</p>	<p>(F)ESSER3 6100, (F)ESSER3 6300 - \$20,000, (F)ESSER3 6400 - \$2,700, (F)Title I 6100, (F)Title I 6200 - \$1,250, (L)Local, (S)SCE 6100, (S)SE-162 6200 - \$7,054, (S)SE-162 6300 - \$8,053, (S)State Comp. Ed.</p>	<p>Criteria: Student Code of Conduct Assistant Principal Meeting Agendas and Participation Rosters Discipline Standard Operation Plan Pay Scales Benefits Plan Teacher Attendance Staff Turnover Rates Surveys</p> <p>06/01/22 - Some Progress (S)</p>

FLOUR BLUFF ISD

Goal 2. (Faculty and Staff) 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. The district will utilize the district needs assessment, professional learning communities, and Campus Site-Based Decision-Making Committee to determine what professional development teachers need to be successful in the classroom. (Target Group: All)	Assistant Principal(s), Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(L)Local	Criteria: Site-Based Agendas and Participation Rosters Purchasing Orders for Professional Development Professional Development Certificates 06/01/22 - Significant Progress (S)

FLOUR BLUFF ISD

Goal 2. (Faculty and Staff) 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. The district will create guidelines and procedure manuals for all critical processes and train personnel on using the manuals. (Target Group: All)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(L)Local	Criteria: Training Materials Training Agendas and Partications Rosters Training Certificates 06/01/22 - Some Progress (S)

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 1. Annually increase Non-Parent Community Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to engage the community through open dialog, town hall meetings, and surveys. Provide community members with information about the school district through our website, social media, and local media. (Target Group: All)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(L)Local	Criteria: District and Campus Committee Membership Policies and Procedures Committee Agendas Meeting Minutes Surveys Feedback 06/01/22 - Completed (S)

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 2. Annually increase Non-Parent Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will engage community members through various committees, including the Calendar, School Health Advisory Council, District Educational Improvement Council, and Superintendent Community Advisory Committee. (Target Group: All)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(L)Local	Criteria: District Committee Membership Committee Agendas and Participation Rosters Committee Meeting Minutes Surveys 06/01/22 - Completed (S)

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 3. Annually increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop multiple opportunities for feedback from parents through surveys and open dialog. Create awareness of district programs through the district website, social and local media. (Target Group: All)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(L)Local	Criteria: Committee Meetings Surveys Media Publications District Publications Communication With Outside Entities 06/01/22 - Completed (S)

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 4. Annually increase Parent Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will increase school events participation and parent engagement on district committees by creating awareness through the website, open dialog, and social and local media. (Target Group: All)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor(s), Deputy Superintendent, Directors, Principal(s), Superintendent, Teacher(s)	2021-2022	(F)Title I 6400 - \$1,100, (L)Local	Criteria: Published Events Dates Participation Rosters Committee Agenda Committee Minutes Media Publications District Publications Communication with Outside Entities 06/01/22 - Completed (S)

FLOUR BLUFF ISD

Goal 4. (Financial) 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. The district will develop a budget calendar to ensure that the budget committee, board members, and community provide the necessary input to create the budget. Surveys will be sent to stakeholders to gather information for the budget process. (Target Group: All)	Chief Financial Officer, Deputy Superintendent, Directors, Principal(s), Superintendent	2021-2022	(F)ESL 6400, (F)Title I 6200, (F)Title I 6400, (S)SCE 6400	Criteria: budget calendar surveys sign-in sheets 06/01/22 - Some Progress (S)

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will annually post the debt transparency report to the website. (Target Group: All)	Chief Financial Officer, Deputy Superintendent, Principal(s), Superintendent	2021-2022	(S)SCE 6400	Criteria: debt transparency report on the website 06/01/22 - Some Progress (S)

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Goal 4. (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop a staffing allocation matrix, student enrollment forecasting, ADA monitoring, and reviewing financial reporting. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Chief Financial Officer, Deputy Superintendent, Principal(s), Superintendent	2021-2022	(L)Local	Criteria: committee meetings sign-in sheets presentations 06/01/22 - Some Progress (S)

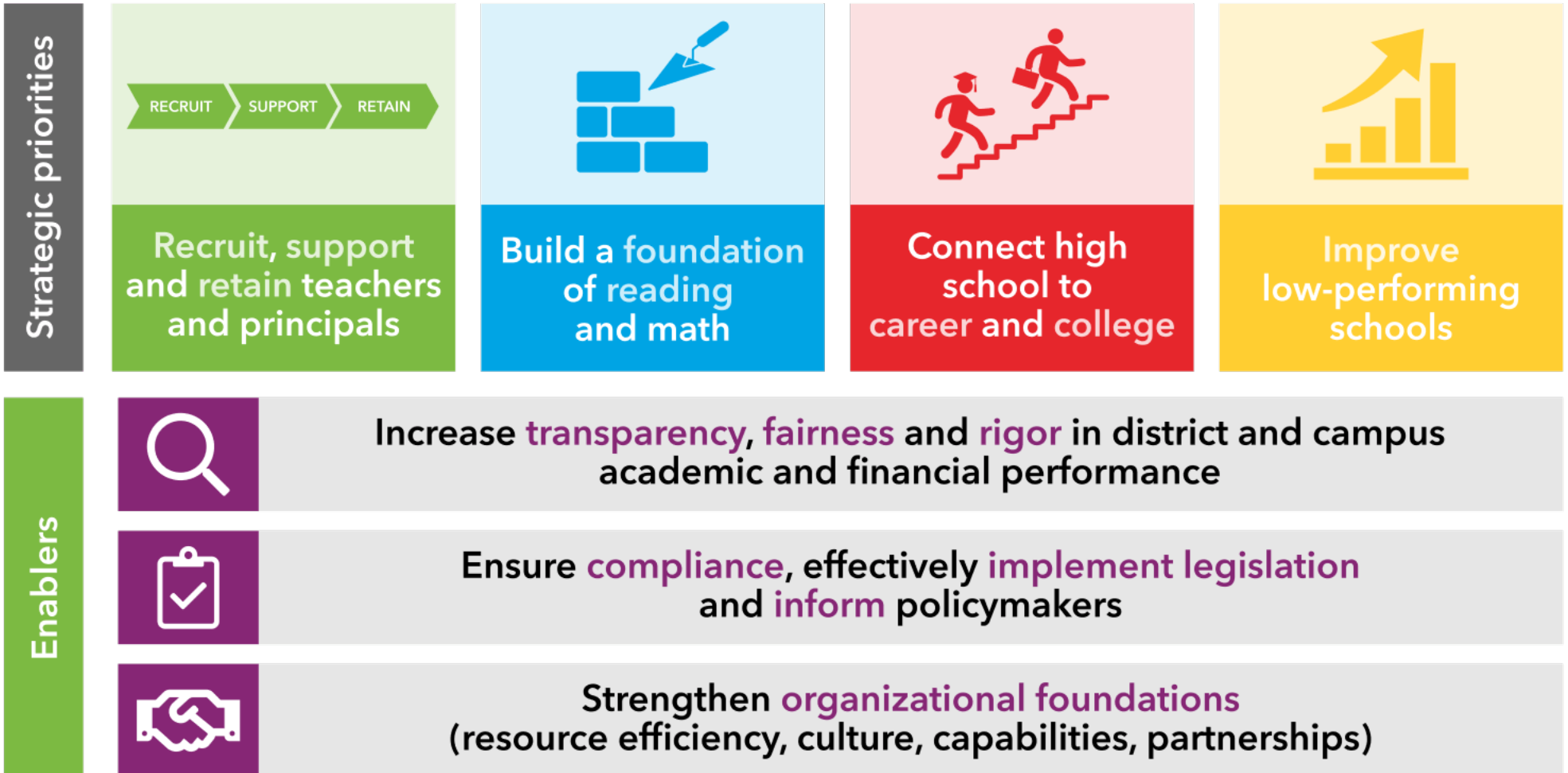
FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will review the variance of the adopted budget to the actuals to plan for continuous improvement. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Chief Financial Officer, Deputy Superintendent, Superintendent	2021-2022	(L)Local	Criteria: review budget with committee, campuses, school board meetings 06/01/22 - Some Progress (S)

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



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

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