

FLOUR BLUFF ISD

Flour Bluff District Improvement Plan 2022/2023



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
McCoy, Denise	ECC Teacher-2nd year
Urbis, Margaret	ECC-Teacher- 1st year
Floyd, Kelli	ECC- Librarian 1st year
Lowry, Ann	ECC Teacher-2nd year
Torrez, Leonor	ECC- Teacher-1st year
Drake, Cindy	Primary Counselor-2nd year
Dyckman, Courtney	Elementary Teacher-2nd year
Sykes, Tia	Elementary Teacher-2nd year
Cristan, Veronica	Elem. Asst. Principal-2nd year
Darst, Carrie	Intermediate Teacher-2nd year
Rodriquez, Marina	Intermediate Teacher-2nd year
Beauregard, Amanda	Intermediate Curriculum-2nd year
Afram, Melissa	Intermediate Parent-- 1st Year
Samuels, Harry	Junior High Teacher-2nd year
Zepeda, Brooke	Junior High Interventionist-2nd year
Gibson, Lara	Junior High Teacher-2nd year
Gillespey, Anthony	Junior High Teacher-2nd year
Papenfuss, Matthew	Junior High Teacher-2nd year
Krnavek, Jennifer	Junior High Curr. Supervisor-1st year
Brandewie, Amy	High School Teacher-2nd year
Graf, Zachary	High School Teacher-2nd year
Laza, Sara	High School Teacher-2nd year
Blair, Tamara	HS Curr. Supervisor- 1st year
Barganski, Linda	District Rep.-2nd year
Davis, Jessica	Business Rep. 1st year
Foster, Alison	Business Rep. 1st year
Boughton, Elaine	Community Rep. 1st year

Resources

Currency



Total	\$12,243,828
Federal	\$3,506,712
State	\$8,737,116
Local	\$0
Other	\$0

Resource	Source	Amount
ESL 6200	Federal	\$16,400
ESL 6300	Federal	\$8,058
ESL 6400	Federal	\$2,465
ESSER3 6100	Federal	\$2,134,850
Special Education 284 6200	Federal	\$11,343
Special Education 284 6300	Federal	\$63,373
Special Education 284 6400	Federal	\$11,740
Special Education 285 6300	Federal	\$7,000
Title I 6100	Federal	\$1,033,321
Title I 6200	Federal	\$19,477
Title I 6400	Federal	\$3,725
Title II 6100	Federal	\$181,803
Title II 6300	Federal	\$1,657
Title II 6400	Federal	\$3,100
Title IV 6200	Federal	\$2,000
Title IV 6400	Federal	\$6,400
CTE 6100	State	\$1,119,211

Resources

Resource	Source	Amount
GT 6100	State	\$957,476
SCE 6100	State	\$1,589,927
SCE 6200	State	\$8,062
SCE 6300	State	\$4,080
SCE 6400	State	\$6,800
SE-162 6100	State	\$4,932,403
SE-162 6200	State	\$43,414
SE-162 6300	State	\$60,830
SE-162 6400	State	\$14,913
SE-224 6100	State	

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 needs continued growth in student enrollment.

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 48.7% Economically Disadvantaged, 12.8% Special Education, 11.8% Gifted and Talented, 3.0% English Language Learners, 48.6% At-Risk, 2.3% African-American, 47.6% Hispanic, 42.5% 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 369 graduates in 2022. We had 283 graduates who graduated at the distinguished level (77%). We had 302 students graduate with one endorsement (82%) and 31 (8%) graduate 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 2022 Accountability Rating and 2022 Special Education Determination Status: Meets Requirements

Campus Accountability Ratings

ECC and Primary are paired with the Elementary: B

Intermediate: A

Junior High: A

High School: B

Accountability Distinction Designations:

Intermediate received six distinction designations:

- Academic Achievement in ELA/Reading, Math and Science
- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

Junior High received seven distinction designations:

- Academic Achievement in ELA/Reading, Math, Science, and Social Studies

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

High School received one distinction designations:

- Comparative Academic Growth

Student Achievement Weaknesses

- As a district we would like to increase scores in meets (currently 51%) and masters (currently 37%) in math, specifically in Algebra I.
- Four-year longitudinal graduation rate is 85.6%.
- The annual drop out rate is .6% at the 7th and 8th grade and 3.1% at 9th-12th grade.

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 2020-2022 are as follows:

Reading - All Students

Grade 3 - 87%

Grade 4 - 88%

Grade 5 - 89%

Grade 6 - 77%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Grade 7 - 91%

Grade 8 - 88%

Math - All Students

Grade 3 - 78%

Grade 4 - 79%

Grade 5 - 83%

Grade 6 - 87%

Grade 7 - 85%

Grade 8 - 74%

Science - All Students

Grade 5 - 85%

Grade 8 - 80%

Social Studies - All Students

Grade 8 - 70%

End-of-Course assessments were analyzed according to the percentage of students who Approaches Grade Level or Above The 2021-2022 results are as follows:

English I - 76%

English II - 84%

Algebra I High School - 66%, Junior High-100%, District-75%

Biology - 91%

United States History - 92%

School Culture and Climate

School Culture and Climate Strengths

The district and campuses teams...

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

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

School Culture and Climate Needs

Need to expand our ability to address students and staff social and emotional needs. Increase student positive perceptions of school rules and discipline in consistency and fairness. Maintain/increase inclusive practices and opportunities for special populations.

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 para-professionals are 100% Highly Qualified as identified by the federal guidelines.

Staff Quality, Recruitment and Retention Weaknesses

The district needs to continue to improve the compensation and benefits package for 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 need to acquire the knowledge and skills from experienced teachers and mentors.
Vertical alignment between campuses to allow for collaboration between grade levels will occur during district professional development days.

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 14.7% and the state average is 14.3%. 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 the shared Google Drives. 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-12th.

Really Great Reading resources in 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) last 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 30 teachers and 3 administrators enrolled in the Academies.

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

The High School campus also use Sirius Education products to assist with House Bill 4545 requirements (i.e., tutoring students who failed STAAR/EOCs).

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

Comprehensive Needs Assessment

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 2022 summer. Many teachers who write curriculum also teach summer school. We need to continue to pay our teacher leaders for their time and efforts, which includes paying each for the amount of time contributed and at a higher rate. To accomplish this, we need additional funding. Finding teachers to write curriculum during the summer and school year is challenging. Addressing student learning gaps in the curriculum will continue to be refined during the school year in Professional Learning Communities (PLCs).

Curriculum, Instruction and Assessment Needs

Ideally, the curriculum and assessments are complete and ready for teachers before the school year begins. Curriculum writers will continue to create STAAR 2.0 type assessments as tools are released from the Texas Education Agency.

Curriculum, Instruction and Assessment Summary

Each campus supports teachers through Professional Learning Communities to meet the individual needs of students. Time is scheduled for teachers to discuss instructional strategies, analyze data, and determine how to best approach teaching the Texas Essential Knowledge and Skills. Campus curriculum supervisors, deans, 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, Deans, the Education Service Centers, and vendors from selected curriculum resources.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

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

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 continue 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.

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,

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

newsletters, the district website, The Latest Buzz News, billboards, Skyalerts text messages, 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 has increased but has improved due to the completion of the bus loop. District administration utilized Maintenance tax notes to complete the bus loop in back area behind all facilities. The district has intensely focused on increasing the safety and security of the district for the students and staff as reflected by updated security and safety procedures and increased monetary commitments to security personnel and hardening of the facilities.

School Context and Organization Weaknesses

Due to the compact nature of the district, traffic and congestion in the district is problematic. Due to the facility layout of the district there are continued safety concerns.

School Context and Organization Needs

The district needs to continue to monitor and analyze traffic patterns to alleviate congestion and wait times during drop-off and pick-up times.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

Continue to recruit qualified volunteers to help with traffic control within district property. Need to continue to strengthen the districts safety and security measures and protocols.

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 and military/based personnel. 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. School safety continues to be a high priority for the district.

Technology

Technology Strengths

There are two major strengths that can be identified in the area of technology. The first is the fact that the district has invested in and supported 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. The district uses streaming services to engage students in a wide variety of activities such as announcements and distance learning. Updated servers are used to share information throughout the district and to provide storage for data, so teachers may collaborate more effectively using the technology. A technology resource life-cycle has been put into place which allows campuses to use current technology. 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 in a professional and proficient manner. They work with teachers to assure equipment functions properly and they also take the time to explain the functions of the equipment, software, etc. They are eager to work with teachers on innovative projects. Personalized training is being offered to the teachers on their home campus for the 2022-2023 school year. 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 Goggle Docs. This web-based program allows teachers the flexibility to provide integration within their curriculum.

Technology Weaknesses

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

More instructional training on how to integrate technology into the classroom.

Technology Needs

The district is in need of replacing / upgrading our phone system.

Currently we have a phone system with 12 nodes, with a mix of analog and ip phones. The district would benefit greatly from upgrading all phones to ip. Currently the copper the analog phones run off are over 30 years old and continually failing.

The district is in need of replacing / upgrading our PA systems on multiple campuses.

Currently we have 3 different PA systems across our campuses. Int has the newest PA system (Nyquest) which is what we would like to move toward across all campuses

Technology Summary

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

Early Childhood Center

10 Desktop Computers

92 Laptop Computers

12 Printers

4 LCD Projectors

34 Document Cameras

28 INTERACTIVE G2 GALAXY SMART Boards

10 VIEWSONIC/AVERMEDIA SMARTBOARDS

165 iPads

1 Fax Machine

1 Scanner

136 Chromebooks

1 Digital Signage Displays

Primary Campus

8 Desktop Computers

42 Laptop Computers

8 Printers

1 LCD Projectors

32 Document Cameras

1 SMART Boards

Comprehensive Needs Assessment

Technology Summary (Continued)

33 INTERACTIVE G2 GALAXY SMART Boards
8 VIEWSONIC/AVERMEDIA SMARTBOARDS
159 iPads
151 Chromebooks
3 Digital signage Displays

Elementary Campus

11 Desktop Computers
67 Laptop Computers
8 Printers
43 Document Cameras
45 INTERACTIVE G2 GALAXY SMART Boards
7 VIEWSONIC/AVERMEDIA SMARTBOARDS
32 iPads
1 Fax Machine
3 Scanners
575 Chromebooks

Intermediate Campus

55 Desktop Computers
17 Laptop Computers
7 Printers
38 Document Cameras
9 SMART Boards
32 INTERACTIVE G2 GALAXY SMART Boards
12 VIEWSONIC/AVERMEDIA SMARTBOARDS
28 iPads
1 Fax Machine
1 Scanner
600 Chromebooks
14 Digital Signage Displays

Junior High Campus

15 Desktop Computers
52 Laptop Computers
8 Printers
26 Document Cameras
4 SMART Boards
2 VIEWSONIC/AVERMEDIA SMARTBOARDS
34 65" TV SCREENS

Comprehensive Needs Assessment

Technology Summary (Continued)

8 iPads
1 Scanner
1 Fax Machine
723 Chromebooks
19 Digital Signage Displays

High School Campus (HS/HLA/SDGC/Auditorium)

262 Desktop Computers
161 Laptop Computers
62 Printers
11 LCD Projectors
62 Document Cameras
90 65" TV SCREENS
20 iPads
4 Fax Machines
4 Scanners
930 Chromebooks
22 Digital Signage Displays

Athletics

3 Desktop Computers
25 Laptop Computers
5 Printers
1 LCD Projectors
1 Scanner
8 TV SCREENS
20 iPads
3 Apple TVs

Special Education

9 Desktop Computers
25 Laptop Computers
3 Printers
61 iPads
2 TV Screens

Administration/Central Kitchen/Maintenance/Print Shop

43 Desktop Computers
40 Laptop Computers
16 Printers

Comprehensive Needs Assessment

Technology Summary (Continued)

- 1 Document camera
- 2 Smart Boards
- 44 iPads
- 3 Scanners
- 4 Fax Machines
- 8 Tablets
- 14 POS Computers
- 8 Chromebooks
- 11 TV Screens

District wide

- 221 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

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>Social-Emotional Curriculum (Project Positively, School Connect, Ripples Effects) Multi-Tiered Systems of Supports (MTSS) Behavior Discipline Management Plan Child Abuse Trafficking and Maltreatment Awareness Trauma-Informed Care Professional Development (NCI/CPI Training) HOST Mentor Program (January 2023) Project Restore Counseling Sevices (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All)</p>	<p>Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Academic Officer, Chief Financial, Bus, & Operations, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2022-2023</p>	<p>(F)ESL 6200 - \$300, (F)ESL 6300 - \$203, (F)Special Education 284 6200 - \$7,343, (F)Special Education 284 6300 - \$40,373, (F)Special Education 285 6300 - \$3,750, (F)Title I 6200 - \$5,477, (F)Title I 6400 - \$1,000, (F)Title II 6300 - \$500, (F)Title II 6400 - \$600, (F)Title IV 6200 - \$1,000, (S)SCE 6200 - \$2,000, (S)SCE 6300 - \$500, (S)SCE 6400 - \$2,000, (S)SE-162 6100 - \$180,000, (S)SE-162 6200 - \$8,500, (S)SE-162 6300 - \$1,200, (S)SE-162 6400 - \$3,400, (S)SE-224 6100</p>	<p>Criteria: Promotion/Retention Data, Attendance, Graduation/Completion/Dropout Rates, Quality Lesson Plans & Instruction (Character Education) Implementation of Curriculum Implementation of Strategies Grade Reports Evaluations Student Perceptions Surveys Promotion/Retention Data Skyward Reports Threat Assessment Report LPC Data DMAC Reports Training Certificates</p> <p>05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending</p>

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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 writing, ESL classes, advanced courses, and career and technical courses. This will include:</p> <p>Support Learning Committees Culture Data Analysis (i.e., DMAC) District Developed Curriculum Supplies, Manipulatives Programs (A-Z Learning, Education Galaxy, Stemscopes, Living Materials, Screencastify, Really Great Reading, Learning.com, adopted instructional materials) Technology Tutoring Support Mult-Tier Systems of Support (Academic) Professional Development (CAST, Texas Assessment Conference, Counselor Support, TCEA, Reading Academies, Wilson Reading) Accelerated Instruction (Edgenuity) College Readiness Strategies HORNET Learning Academy (drop-out prevention) Equipment and supplies to support engaging activities Vertical Alignment (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All)</p>	<p>Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Academic Officer, Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2022-2023</p>	<p>(F)ESL 6200 - \$15,000, (F)ESL 6300 - \$6,000, (F)ESL 6400 - \$965, (F)ESSER3 6100 - \$2,134,850, (F)Special Education 284 6200 - \$3,000, (F)Special Education 284 6300 - \$18,000, (F)Special Education 284 6400 - \$5,000, (F)Special Education 285 6300 - \$2,750, (F)Title I 6200 - \$10,000, (F)Title I 6400 - \$1,500, (F)Title II 6100 - \$181,803, (F)Title II 6300 - \$1,000, (F)Title IV 6200 - \$700, (S)CTE 6100 - \$1,119,211, (S)GT 6100 - \$957,476, (S)SCE 6200 - \$4,000, (S)SCE 6300 - \$2,000, (S)SCE 6400 - \$3,000, (S)SE-162 6100 - \$4,100,000, (S)SE-162 6200 - \$10,000, (S)SE-162 6300 - \$25,000, (S)SE-162 6400 - \$5,000, (S)SE-224 6100</p>	<p>Criteria: Results for STAAR and EOC Tests, Promotion/Retention Data, Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks ACT, SAT, AP Assessments Walkthroughs Quality Lesson Plans & Instruction Grade Reports Evaluations Surveys Attendance Rates</p> <p>05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending</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
1. The district will provide the resources, training and, supervision necessary to support students and teachers, including: College Readiness Assessments (SAT, PSAT, ACT, AP, TSI) Career Assessment (ASVAB, Transition Assessments) Individual education plans CTE, AP, Dual Credit Course offerings Communication Resources (Skyward, Family Access, Google Documents, School Messenger) Resources and Materials College and Career Readiness Activities Tutoring Transportation Professional Development (AP Training, Special Populations Training, CTE Pathway Training) Pathways in Technology Early College High School (P-TECH) Awareness about CTE courses offered at the campuses Promote and support student acquisition of industry certifications 18+ Transition Program (Target Group: All)	Advisory/Community/Partnership Committees, Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Academic Officer, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2022-2023	(F)ESL 6200 - \$200, (F)ESL 6300 - \$355, (F)Special Education 284 6200 - \$1,000, (F)Special Education 284 6300 - \$5,000, (F)Special Education 284 6400 - \$3,000, (F)Title I 6200 - \$200, (F)Title II 6400 - \$500, (F)Title IV 6400 - \$6,400, (S)SCE 6200 - \$1,000, (S)SCE 6300 - \$1,000, (S)SCE 6400 - \$1,000, (S)SE-162 6100 - \$152,403, (S)SE-162 6200 - \$9,414, (S)SE-162 6300 - \$9,000, (S)SE-162 6400 - \$3,613, (S)SE-224 6100	Criteria: Promotion/Retention Data, Attendance, Industry Based Certification (IBC) Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks 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 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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, School-Connect Ripples Effect) Tutoring and student/community mentoring Positive Behavioral Initiative Support System Family Resources Communities in Schools (H.S., SDGC, HLA) Bullying Prevention Strategies and Lessons Random Drug Testing Dating Violence Prevention Parent Involvement Resources and Training Extracurricular Activities School Health Advisory Committee Nursing Staff Immunization Clinics FitnessGram Security Systems Stop the Bleed, CPR Military Liaisons (counselors at all campuses) District Social Worker (Target Group: All)	Assistant Director of Special Education, Assistant Principal(s), Associate Superintendent of Federal and State Prog, Chief Academic Officer, Chief Communications Officer, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2022-2023	(F)ESL 6200 - \$500, (F)ESL 6300 - \$1,500, (F)Title I 6200 - \$3,000, (F)Title I 6400 - \$500, (F)Title II 6400 - \$1,000, (F)Title IV 6200 - \$300, (S)SCE 6200 - \$1,062, (S)SCE 6300 - \$580, (S)SCE 6400 - \$500, (S)SE-162 6100 - \$250,000, (S)SE-162 6200 - \$5,000, (S)SE-162 6300 - \$8,054, (S)SE-162 6400 - \$1,500, (S)SE-224 6100	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 Nurse Logs 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

FLOUR BLUFF ISD

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

Objective 5. Sustain and Enhance School Emergency Operations Procedures

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Perform exterior door sweeps weekly, develop and implement district safety and security procedures, and maintain the Emergency Operation Plan. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Associate Superintendent of Student Services, Directors, Executive Director of Comm. & Community Relations, Principal(s), Superintendent, Teacher(s)	2022-2023		05/15/23 - Completed (S) 02/09/23 - On Track

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, Paraprofessional 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</p> <p>Math and Science Committee, Curriculum Writing (Target Group: All)</p>	<p>Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Communications Officer, Curriculum Supervisor(s), Dean of Instruction, Director of Special Education, Directors, Executive Director of Curriculum & Instruction, Executive Director of Human Resources, Principal(s), Superintendent, Teacher(s)</p>	<p>2022-2023</p>	<p>(F)ESL 6200 - \$400, (F)ESL 6400 - \$1,500, (F)Special Education 284 6400 - \$3,740, (F)Title I 6200 - \$500, (F)Title I 6400 - \$200, (F)Title II 6300 - \$157, (F)Title II 6400 - \$1,000, (S)SCE 6400 - \$300, (S)SE-162 6100 - \$250,000, (S)SE-162 6200 - \$8,000, (S)SE-162 6300 - \$8,700, (S)SE-162 6400 - \$1,400</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 (Eduphoria)</p> <p>DOI Plan</p> <p>Access to Mental Health Resources (Tele-Health) (T-CHATT)</p> <p>05/15/23 - Completed (S)</p> <p>12/07/22 - On Track</p> <p>09/19/22 - Pending</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 Stipends (Target Group: All)</p>	<p>Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Communications Officer, Chief Financial, Bus, & Operations, Curriculum Supervisor(s), Director of Facilities, Director of Special Education, Directors, Executive Director of Curriculum & Instruction, Executive Director of Human Resources, Principal(s), Superintendent, Teacher(s)</p>	<p>2022-2023</p>	<p>(F)Title I 6100 - \$1,033,321, (F)Title I 6200 - \$300, (S)SCE 6100 - \$1,589,927, (S)SE-162 6200 - \$2,500, (S)SE-162 6300 - \$8,053</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>05/15/23 - On Track (S) 12/07/22 - Some Progress 09/19/22 - Pending</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, district professional learning plan, professional learning communities, and Campus Site-Based Decision-Making Committee to determine what professional development teachers need to be successful in the classroom. PLCs continue to be held routinely at all campuses Teacher Professional Development Surveys (Target Group: All)	Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Director of Special Education, Directors, Executive Director of Curriculum & Instruction, Executive Director of Human Resources, Principal(s), Superintendent, Teacher(s)	2022-2023	(L)GT 6200	Criteria: Site-Based Agendas and Participation Rosters Purchasing Orders for Professional Development Professional Development Certificates 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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 (ex., Employee Manual, Standard Operation Procedures for Evaluation Staff) for all critical processes and train personnel on using the manuals. (Target Group: All)	Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Communications Officer, Chief Financial, Bus, & Operations, Curriculum Supervisor(s), Director of Special Education, Directors, Executive Director of Curriculum & Instruction, Principal(s), Superintendent, Teacher(s)	2022-2023	(L)GT 6200	Criteria: Training Materials Training Agendas and Partications Rosters (Eduphoria) Training Certificates 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

FLOUR BLUFF ISD

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

Objective 5. Sustain and Enhance School Emergency Operations Procedures

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Perform exterior door sweeps weekly, develop and implement district safety and security measures, and maintain the Emergency Operation Plan. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Superintendent of Student Services, Directors, Principal(s), Superintendent, Teacher(s)	2022-2023		05/15/23 - Completed (S) 02/09/23 - On Track

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 Family Engagement Conferences and SPED Parent Learning Sessions. (Target Group: All)	Assistant Director of Special Education, Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Executive Director of Curriculum & Instruction, Principal(s), Special Ed Teacher(s), Superintendent, Teacher(s)	2022-2023	(F)Title I 6400 - \$425, (S)SE-162 6300 - \$823	Criteria: District and Campus Committee Membership Policies and Procedures Committee Agendas Meeting Minutes Surveys Training Certificates Feedback 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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 CTE Advisory Committee, Oceans Committee, District Safety, Math & Science Committee, and Security Committee. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All)	Assistant Principal(s), Associate Superintendent of Student Services, Chief Communications Officer, Chief Financial, Bus, & Operations, CTE Coordinator, Curriculum Supervisor(s), Directors, Executive Director of Curriculum & Instruction, Principal(s), Superintendent, Teacher(s)	2022-2023	(L)GT 6200	Criteria: District Committee Membership Committee Agendas and Participation Rosters Committee Meeting Minutes Surveys 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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 engage parents by offering opportunities for feedback and creating awareness of district programs. (Target Group: All)	Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Director of Special Education, Directors, Executive Director of Comm. & Community Relations, Executive Director of Curriculum & Instruction, Principal(s), Superintendent, Teacher(s)	2022-2023	(L)GT 6200	Criteria: Committee Meetings Surveys Media Publications District Publications Communication With Outside Entities 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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, Military Family activities, Gifted and Talented Committee, and social and local media. (Target Group: All)	Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Directors, Executive Director of Comm. & Community Relations, Principal(s), Superintendent, Teacher(s)	2022-2023	(F)Special Education 285 6300 - \$500, (F)Title I 6400 - \$100	Criteria: Published Events Dates Participation Rosters Committee Agenda Committee Minutes Media Publications District Publications Communication with Outside Entities 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 5. Communicate School Emergency Operations Procedure

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a Safety Summit, and put safety and security updates to the FBISD website. (Target Group: All) (Strategic Priorities: 1)	Associate Superintendent of Student Services, Director of Facilities, Director of Security, Superintendent	2022-2023		05/15/23 - Completed (S) 02/09/23 - On Track

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)	Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Financial Officer, Chief Financial, Bus, & Operations, Director of Special Education, Directors, Executive Director of Comm. & Community Relations, Executive Director of Curriculum & Instruction, Executive Director of Human Resources, Principal(s), Superintendent	2022-2023	(F)ESL 6400, (F)Title I 6200, (F)Title I 6400, (S)SCE 6400	Criteria: budget calendar surveys sign-in sheets 05/15/23 - On Track (S) 12/07/22 - Some Progress 09/19/22 - Pending

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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 Financial Audit Report, which includes the debt transparency report to the website. (Target Group: All)	Chief Financial, Bus, & Operations, Executive Director of Comm. & Community Relations, Principal(s), Superintendent	2022-2023	(S)SCE 6400	Criteria: debt transparency report on the website 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

FLOUR BLUFF ISD

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)	Associate Superintendent of Student Services, Chief Financial Officer, Principal(s), Superintendent	2022-2023	(L)GT 6200	Criteria: committee meetings sign-in sheets presentations 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

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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)	Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Financial Officer, Chief Financial, Bus, & Operations, EIC & Planning and Decision-Making Teams, Executive Director of Curriculum & Instruction, Executive Director of Human Resources, Principal(s), Superintendent	2022-2023	(L)GT 6200	Criteria: review budget with committee, campuses, school board meetings 05/15/23 - Completed (S) 12/07/22 - On Track 09/19/22 - Pending

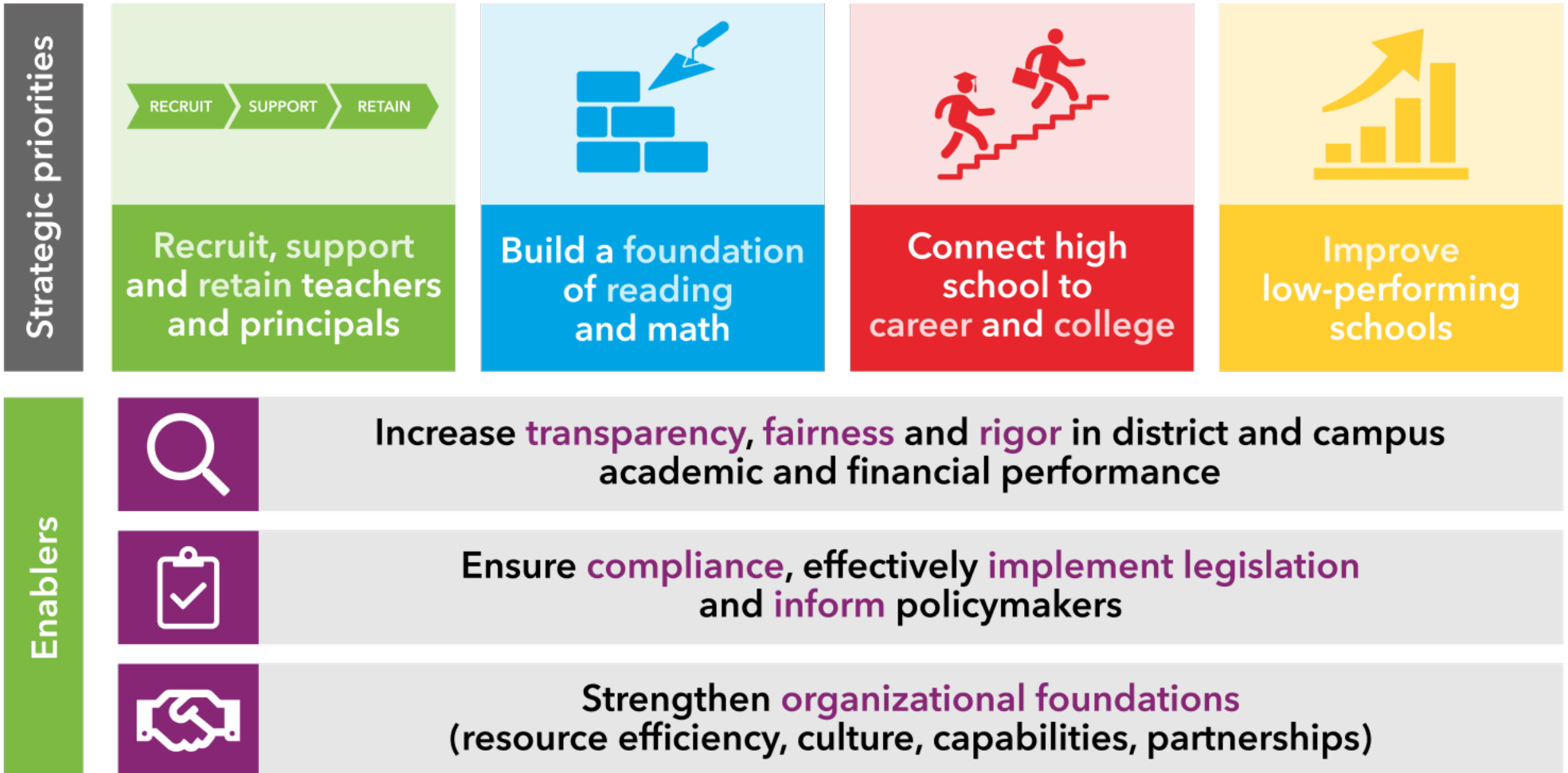
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Goal 4. (Financial) Financial Stewardship

Objective 5. Harden District Facilities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Access Controls throughout the district, and add vestibules to each campus. (Target Group: All)	Assistant Principal(s), Associate Superintendent of Student Services, Chief Financial, Bus, & Operations, Director of Facilities, Director of Security, Director of Technology, Directors, Lead Teacher(s), Teacher(s)	2022-2023	(L)GT 6200	Criteria: Facility Study Access Control Project approval Security Vestibules and fencing in place Security Cameras Safety and Security Committee sign-in sheet Weekly exterior door checks sign-off sheets PD for safety and security procedures and protocols sign-in sheets 05/15/23 - Completed (S) 02/09/23 - On Track 12/07/22 - On Track

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



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

**Flour Bluff ISD 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	<p>Implement vigorous system of supports for students' emotional and mental health to include:</p> <ul style="list-style-type: none"> ❑ Staff-to- student and student- to-student mentoring programs ❑ Counselor watch, group counseling ❑ Delivery of SEL curriculum and mental health awareness and training for all <p>Students in Pre-K-Kindergarten will have 30 minutes of unstructured recess, students in 1st – 4th grade will participate in 135 minutes per week of PE and have 30 minutes of recess, students in 5th-6th grade have 30 minutes of unstructured recess and 30 minutes of structured physical activity per school day. EHAB (Legal)</p>	<p>Review of Services, Sessions Scheduled, Student survey results</p> <p>All Staff were trained by January.</p> <p>District Trauma Informed Curriculum- Project Restore</p> <p>School schedules that reflect time for Physical Education in grades K-5.</p>	<p>Question from Student Survey: I feel safe at this school. Positive responses will increase from 55.24% to 80% by 2025.</p> <p>100% of all eligible students in Grades K-5 will participate in 30 minutes of physical activity daily through recess.</p>
	1.2 Annually increase the Academic Achievement in	<ul style="list-style-type: none"> • Systematic Curriculum Alignment 	<p>Curriculum Alignment</p>	<p>Overall Ratings: District – A (90) ECC, Primary, Elementary – B (83) Intermediate – A (93) Jr. High – A (94) High School – B (85)</p> <p>Increase all grades RLA at Meets Grade Level or Above from 2019- 56% to 61% by 2025 (S=48%; ESC2=44%)</p> <ul style="list-style-type: none"> - From 2019 to 2022, RLA at Meets Grade Level or Above increased 8% from 56% to 64% (above 2025 target)

	<p>the four core academic areas: Reading & Language Arts Mathematics Science Social Studies</p>	<ul style="list-style-type: none"> • Create an Aligned System of Professional Development • Translate Data into Usable Information 	<ul style="list-style-type: none"> • Professional Learning Community Agendas, Curriculum Documents (YAGs, Pacing Guides), Alignment Discussions, Committee Review, Integrated Oceans Program & Committee Agendas & Curriculum, Integrated Math & Science Committee Agendas & Curriculum <p>Professional Development</p> <ul style="list-style-type: none"> • Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments <p>Data Analysis</p> <ul style="list-style-type: none"> • Reading & Language Arts <ul style="list-style-type: none"> ○ mClass, Fountas and Pinnell, Circle, DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) • Mathematics, Science, & Social Studies <ul style="list-style-type: none"> ○ DMAC- Teacher made benchmarks, Interim Assessments, Mock Tests (Released STAAR) 	<p>Increase all grades Math at Meets Grade Level or Above from 2019- 57% to 62% by 2025 (S=52%; ESC2=48%)</p> <ul style="list-style-type: none"> - From 2019 to 2022, Math at Meets Grade Level or Above decreased 4% from 57% to 53%
				<p>Increase all grades Science at Meets Grade Level or Above from 2019- 63% to 68% by 2025 (S=54%; ESC2=46%)</p> <ul style="list-style-type: none"> - From 2019 to 2022, Science at Meets Grade Level or Above decreased 2% from 63% to 61%
				<p>Increase all grades Social Studies at Meets Grade Level or Above from 2019- 64% to 69% by 2025 (S=55%; ESC2=48%)</p> <ul style="list-style-type: none"> - From 2019 to 2022, Social Studies at Meets Grade Level or Above decreased 6% from 64% to 58%

	<p>1.3 Annually increase CCMR results</p>	<p>College Readiness</p> <ul style="list-style-type: none"> • Clear communication of advanced level courses • Intermediate school awareness of pathway to advanced level courses 	<p>TSI Dual Credit</p>	<p>Increase the number of students who pass both sections of the TSI from 51% to 65% by 2025.</p> <p>-2021 = 28% passed both sections of TSI</p> <ul style="list-style-type: none"> - Normally we test twice during the year – fall and spring and we are required to test all 10th graders each year. The 20-21 school year, we did not test in October as we had too many working from home. We also could not require the 10th graders working asynchronously to come onto campus to test, so we tested about 1/3 of our 10th graders. - From 2019 to 2022, the number of students who pass both sections of the TSI decreased 4% from 51% to 47% <p>Increase the CCMR percentage of students who earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject from 33% to 50% by 2025.</p> <ul style="list-style-type: none"> - From 2019 to 2022, CCMR percentage of students who earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject remained at 33% from 2019 to 2022
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		Career Readiness <ul style="list-style-type: none"> Well-defined communication about CTE Pathways and certification in the pathways 	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. <ul style="list-style-type: none"> Data not available for 2021 and 2022 Increase the number of students receiving CTE certifications (IBC) from 9 % to 25 % by 2025. <ul style="list-style-type: none"> From 2019 to 2022, the number of students receiving CTE certifications increased 2% from 9% to 11%
		Military Readiness Interaction with the military to gather information on what the military can offer students	Military Enlistment	Increase the number of students who enlist in the military from 6 % to 8% by 2025.

	1.4 Annually increase Student Engagement and Satisfaction	<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 FBISD Information and Media classes to market and advertise all extra and co-curricular programs Feature student success in all activities daily. Deliver Leadership and Character-Building Education to foster great coach/student relationships Propagate school spirit with emphasis on Class Pride Heart at all levels through spirit wear, signage, classroom lessons and activities. 	<p>Number of Students enrolled in athletics.</p> <p>Number of Students involved in non-athletic UIL events.</p> <p>Number of students participating in clubs and organizations.</p> <p>Student Satisfaction Surveys</p>	<p>Increase the number of students who are involved in all athletic teams and non-athletic clubs and organizations from _____ % to _____ %.</p> <p>Student Survey Data Questions-</p> <ul style="list-style-type: none"> The work that I do for my classes makes me really think, and to receive a good grade, I must work hard in my classes.(S) Percentage of positive responses will increase from 48.07% to 65% by 2025. I take pride in my academic work.(E) Percentage of positive responses will increase from 48.07% to 65% by 2025. Discipline in this school is fair(S) Percentage of positive responses will increase from 26.69% to 50% by 2025.
	1.5 Sustain and Enhance School Emergency Operations Procedures	<ul style="list-style-type: none"> Perform Exterior Door Sweeps Weekly Develop and Implement District Safety and Security Procedures Maintain EOP 	<p>Number of Drills</p> <p>District Safety and Security Procedures Document</p> <p>District Safety and Security Committee</p>	<ul style="list-style-type: none"> 100% of required drills completed <p>Question from Student Survey: I feel safe at this school.</p> <ul style="list-style-type: none"> Positive responses will increase from 55.24% to 80% by 2025.

<p>Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.</p>	<p>2.1 Annually increase Faculty & Staff Engagement</p>	<ul style="list-style-type: none"> Communicate Culture Deck Build a Connection Collaboration Implement Rounding Establish Listening and Learning Protocol 	<p>Culture Deck</p> <ul style="list-style-type: none"> Hornet Points of Pride Staff Surveys <p>Connection Collaboration</p> <ul style="list-style-type: none"> Professional Learning Community Agendas <p>Rounding</p> <ul style="list-style-type: none"> Observations & Feedback from Rounds <p>Listening & Learning Protocols</p> <p>Feedback from Listening and Learning Protocols</p>	<p>Decrease annual staff turnover rate from 11% to 9% by 2025.</p> <p>Questions from Staff Survey:</p> <ul style="list-style-type: none"> I would refer someone to work here. Average of responses will increase from 3.94 to 4.25 by 2025. I know how my work aligns with the overall goals. Average of responses will increase from 4.17 to 4.50 by 2025. I am proud to work for my school district. Average of responses will increase from 4.24 to 4.50 by 2025.
	<p>2.2 Annually increase Faculty & Staff Satisfaction</p>	<ul style="list-style-type: none"> Communicate Culture Deck Build a Connection Collaboration Implement Rounding Establish Listening and Learning Protocol 	<p>Culture Deck</p> <ul style="list-style-type: none"> Hornet Points of Pride Staff Surveys <p>Connection Collaboration</p> <ul style="list-style-type: none"> Professional Learning Community Agendas <p>Rounding</p> <ul style="list-style-type: none"> Observations & Feedback from Rounds <p>Listening & Learning Protocols</p> <ul style="list-style-type: none"> Feedback from Listening and Learning Protocols 	<p>Decrease annual staff turnover rate from 11% to 9% by 2025.</p> <p>Questions from Staff Survey:</p> <ul style="list-style-type: none"> I enjoy my work. Average of responses will increase from 4.23 to 4.50 by 2025. I receive recognition for good work. Average of responses will increase from 3.64 to 4.50 by 2025. Employees are treated fairly at my district. Average of responses will increase from 3.38 to 4.50 by 2025. <p>Completed Listening and Learning Sessions</p> <ul style="list-style-type: none"> Campus-12 Departments-10 Community-6
	<p>2.3 Professional Development Plans are developed and executed for all Categories of Employees</p>	<ul style="list-style-type: none"> Create an Aligned System of Professional Development 	<p>Professional Development</p> <ul style="list-style-type: none"> Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments 	<p>Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2025.</p> <p>Increase the number of teachers that qualify for local Teacher Incentive Allotment policy</p>

				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"> Survey staff on Create guidelines and procedures manuals for all business departments. 	<p>An annual business symposium to discuss changes to guidelines or procedures.</p> <ul style="list-style-type: none"> Subsequent training opportunities will be scheduled throughout the year to reinforce procedures and provide opportunities for feedback. 	<ul style="list-style-type: none"> No findings on Annual Financial Report
	2.5 Sustain and Enhance School Emergency Operations Procedures	<ul style="list-style-type: none"> Perform Exterior Door Sweeps Weekly Develop and Implement District Safety and Security Procedures Maintain EOP 	<p>Number of Drills</p> <p>District Safety and Security Procedures Document</p> <p>District Safety and Security Committee</p> <p>Continure to increase safety and security awareness</p>	<ul style="list-style-type: none"> Teacher perception of safety. 100% of required drills completed <p>Question from Student Survey: I feel safe at this school.</p>
<u>Goal 3:</u> Community Satisfaction and Engagement	3.1 Annually increase Non-Parent Community Satisfaction	<p>Create a comprehensive method of distributing information:</p> <ul style="list-style-type: none"> District initiatives News & Events Community Activities <p>Create opportunities for feedback</p>	<p>Printed information, electronic information, website, social media, media outreach</p> <p>Surveys, Open Dialog, and Town Hall Meetings</p>	<p>Increase the number of non-parent community survey responses from___% to___% by 2025. (Need baseline Data)</p> <p>Increase the average satisfaction rate of survey respondents from___% to___% by 2025. (Need baseline data)</p>

	3.2 Annually increase Non-Parent Community Engagement	<p>Increase non-parent engagement on district committees</p> <p>Engage with business and non-profit partners to connect initiatives with resources</p> <p>Engage with local military to connect initiatives with resources</p>	<p>Calendar Committee, School Health Advisory Council, Districtwide Educational Improvement Council, Community Advisory Committee, Site-Based Committees</p> <p>New Teacher Orientation & Convocation Support RBFCU, H-E-B, Teacher Organizations Partnerships that provide industry expertise used to increase student achievement</p> <p>Base liaison, military counselors</p>	Increase the number of non-parent community engagement (social media platforms, newsletter, committee membership, volunteers) by 25% by 2025.
		Work with Institutes of Higher Learning to promote academics	<p>Student/Clinical Teaching: TAMUCC</p> <p>Memorandums of Understanding & Agreements with Community Partners</p> <p>Dual Credit: TAMUCC, Del Mar College Craft Training Center, UT, Texas Tech</p>	Held 6 CTE Meetings with Del Mar and local business representatives. Superintendent and Principals serve as member of TAMUCC committees:SPUCE and ACEL
	3.3 Annually increase Parent Satisfaction	<p>Offer opportunities for feedback</p> <p>Create awareness of district programs</p>	<p>Parent Surveys and Open Dialog</p> <p>Printed information, electronic information, website, social media and media outreach</p>	<p>Increase the number of parent community survey responses from 11.8% to 30% by 2025. Calculated Respondents/Enrollment</p> <p>Survey Questions from Parent Survey</p> <ul style="list-style-type: none"> I am satisfied with the quality of education at my child's campus. <p>Average of responses will increase from 4.25 to 4.75 by 2025.</p> <ul style="list-style-type: none"> I regularly receive feedback from school staff on my child's progress. <p>Average of responses will increase from 3.95 to 4.75 by 2025.</p>

	3.4 Annually increase Parent Engagement	<p>Increase parent participation at school events</p> <p>Increase parent involvement on district committees</p> <p>Encourage parents to volunteer their time at the schools</p>	<p>Sign-In Sheets: Dyslexia Parent Night, Math/Reading/Science Nights, PTO, Extracurricular Performances, Regional Parent Conference</p> <p>Sign-In Sheets: Calendar Committee, School Health Advisory Council, Districtwide Educational Improvement Council, Community Advisory Committee, Site-Based Committees</p> <p>Applications/Sign-In Sheets: H.O.S.T.S Mentoring, Dads On Guard (DOGS), helping with extracurricular activities</p>	<p>Increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025.</p> <p>Questions from Parent Survey:</p> <ul style="list-style-type: none"> I would recommend my child's campus to others. Average of responses will increase from 4.28 to 4.75 by 2025. I'm proud to say I have a child at this campus. Average of responses will increase from 4.30 to 4.75 by 2025. I feel well informed about the issues impacting my child's campus Average of responses will increase from 3.91 to 4.50 by 2025.
	3.5 Communicate School Emergency Operations Procedures	Safety Summitt	Fall/Spring	Parent perception of school safety

Goal 4: Financial Stewardship	4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes	<ul style="list-style-type: none"> • Compare Adopted Budget to Actual Budget • Revenue Projection Process including Guidelines and Monthly Review of Budget Adoption Calendar • Expenditure Projection Process including Guidelines and Monthly Review of Budget Adoption Calendar • Increase involvement in the budget planning process 	<ul style="list-style-type: none"> • Budget Committee Meetings <ul style="list-style-type: none"> ○ At least 3 meetings during budget cycle • Budget Workshop <ul style="list-style-type: none"> ○ At least 3 meetings before board adoption of budget • Community Advisory Meetings 	<ul style="list-style-type: none"> • Acceptable Level of Tolerance Measurement • Completed Comparison of Final Adopted Budget to Actual Budget • Revenue Projection Consistent with Adopted Calendar • Expenditure Projection Consistent with Adopted Calendar
	4.2 Increase communication and clarity regarding the Coherent	<ul style="list-style-type: none"> • Develop a communication plan to educate staff and community regarding 	<ul style="list-style-type: none"> • Present debt management plan to budget committee, school board, and staff <ul style="list-style-type: none"> ○ Budget Committee Meetings ○ Board Meetings 	<ul style="list-style-type: none"> • Maintain a management system to track the primary factors used in rating municipal bonds: • Economy – local, regional, and national
	Debt Management Process(es)	debt management process(es)	<ul style="list-style-type: none"> ○ Community Advisory Meetings 	<ul style="list-style-type: none"> • Financial Performance • Institutional Framework • Leverage-Debt/EBITDA ratio
	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 supervisors <ul style="list-style-type: none"> ○ Discuss indicators result with appropriate district personnel 	<ul style="list-style-type: none"> • Life Cycles for Total Procurement Process • Number of preventable accidents by vehicle category • Risk Management and Prevention
	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 • Budget Adoption Process 	<ul style="list-style-type: none"> • Budget Workshop • Public Meetings 	<ul style="list-style-type: none"> • No findings on Annual Financial Report • FIRST Rating • Staff/Student Ratio
	4.5 Harden District Facilities	<ul style="list-style-type: none"> • Implement Access Controls • Add Vestibules to each campus 		

Update 7/2022



Flour Bluff ISD

District Site Based Committee Meeting

Agenda

September 19, 2022

- I. Welcome/Introductions
- II. District Staff, Student and Parent Survey
- III. Review District Comprehensive Needs Assessment
- IV. Review District Goals
- V. Looked at District Scorecard

- The committee looked at themes in the survey
- The committee broke up in groups and discussed the CNA and made suggestions
- The goals and scorecard were reviewed & discussed.
- The DIP was approved to take to the school board.

District Site Based
Committee Meeting
September 19, 2022
4:15 p.m. - 5:30 p.m.



Name

Signature

Courtney Dyckman
Denise McCoy
MATTHEW PABENRUS
Velma Soliz-Garcia
Nicole White
Brooke Zepeda
Harry Samuels
Linda Barganski
Mandy Beauregard
James Crenshaw

Courtney Dyckman
Denise McCoy
Matthew Pabenus
V. Soliz-Garcia
N. White
Brooke Zepeda
H. Samuels
L. Barganski
M. Beauregard
James Crenshaw

Flour Bluff ISD District Site Base Committee 2022-2023

December 7, 2022 Meeting

Name	Position	Sign-In
* Velma Soliz-Garcia	Superintendent	
McCoy, Denise	ECC Teacher – 2 nd Year	
Urbis, Margaret	ECC Teacher – 1 st Year	Margaret Urbis
Kelli Floyd	ECC Librarian – 1 st Year	
Lowry, Ann	ECC Teacher – 2 nd Year	Ann Lowry
Torrez, Leonor	ECC Teacher – 1 st Year	
Drake, Cindy	Primary Counselor – 2 nd Year	Cindy Drake
Dyckman, Courtney	Elementary Teacher – 2 nd Year	
Sykes, Tia	Elementary Teacher – 2 nd Year	
Cristan, Veronica	Elementary Asst. Principal – 2 nd Year	
Darst, Carrie	Intermediate Teacher – 2 nd Year	
Rodriguez, Marina	Intermediate Teacher – 2 nd Year	
Amanda Beauregard	Intermediate Curriculum – 2 nd Year	
Afram, Melissa	Intermediate Parent – 1 st Year	
Samuels, Harry	Junior High Teacher – 2 nd Year	Harry Samuels
Zepeda, Brooke	Junior High Interventionist – 2 nd Year	
Gibson, Lara	Junior High Teacher – 2 nd Year	
* Gillespey, Anthony	Junior High Teacher – 2 nd Year	
Papenfuss, Matthew	Junior High Teacher – 2 nd Year	
Brandewie, Amy	High School Teacher – 2 nd Year	
Graf, Zachary	High School Teacher – 2 nd Year	
Laza, Sara	High School Teacher – 2 nd Year	
Dr. Linda Barganski	Central Office	L. Barganski
Davis, Jessica	Business Rep. – 1 st Year	J. Davis
Foster, Alison	Business Rep. – 1 st Year	
Boughton, Elaine	Community Rep. – 1 st Year	Elaine Boughton
Staci Cade		Staci Cade
Jennifer Kinavek	Dean of Instruction - JH	J. Kinavek
Nicole White	Exec. Dir. of C & I	N. White
James Crenshaw	Asso. Supt. Student Services	J. Crenshaw

* - forgot to sign in

Valium - Most gone - need accountability

pendin
- some progress
- in track



Flour Bluff ISD
District Site Based Committee Meeting
Agenda
December 7, 2022

- ☒ I. Welcome/Introductions
- ☒ II. Review Goals in the District Improvement Plan
 - a. Goal 1: Students: Well-being and academic success-Staci Cade
 - b. Goal 2: Faculty and Staff: Well-being, professional development, and growth-Nikki/James
 - c. Goal 3: Community Satisfaction and Engagement-Kristen/Linda
 - d. Goal 4: Financial Stewardship-Ludi
- ☒ III. State Teaching Requirements
 - a. Dating Violence
 - b. Mental Health
 - c. Substance Abuse
 - d. Suicide
- ☒ IV. Professional Development for 2022-2023 and 2023-2024
- ☒ V. Calendar Update
- ☒ VI. DOI Update
- ☒ VII. Safety Update

February 9, 2023 Meeting

[illegible]



Flour Bluff ISD
District Site Based Committee Meeting
Agenda
February 9, 2023

- I. Welcome/Introductions
- II. Review Goals in the District Improvement Plan
 - a. Goal 1: Students: Well-being and academic success
 - b. Goal 2: Faculty and Staff: Well-being, professional development, and growth
 - c. Goal 3: Community Satisfaction and Engagement
 - d. Goal 4: Financial Stewardship
- III. Professional Development for 2022-2023 and 2023-2024
- IV. Calendar Update
- V. DOI Update
- VI. Safety Update



Flour Bluff ISD
District Site Based Committee Meeting
Agenda
March 8, 2023

- I. Welcome/Introductions
- II. PreK paid tuition for 2023-2024
- III. Elementary Dress Code for 2023-2024
- IV. Other

Flour Bluff ISD District Site Base Committee 2022-2023

March 8, 2023 Meeting

Name	Position	Sign-In
Velma Soliz-Garcia	Superintendent	
McCoy, Denise	ECC Teacher – 2 nd Year	Denise McCoy
Urbis, Margaret	ECC Teacher – 1 st Year	Margaret Urbis
Kelli Floyd	ECC Librarian – 1 st Year	Kelli Floyd
Lowry, Ann	ECC Teacher – 2 nd Year	
Torrez, Leonor	ECC Teacher – 1 st Year	
Drake, Cindy	Primary Counselor – 2 nd Year	
Dyckman, Courtney	Elementary Teacher – 2 nd Year	
Sykes, Tia	Elementary Teacher – 2 nd Year	
Cristan, Veronica	Elementary Asst. Principal – 2 nd Year	
Darst, Carrie	Intermediate Teacher – 2 nd Year	
Rodriguez, Marina	Intermediate Teacher – 2 nd Year	
Amanda Beauregard	Intermediate Curriculum – 2 nd Year	M. Beauregard
Afram, Melissa	Intermediate Parent – 1 st Year	
Samuels, Harry	Junior High Teacher – 2 nd Year	Harry Samuels
Zepeda, Brooke	Junior High Interventionist – 2 nd Year	Brooke Zepeda
Gibson, Lara	Junior High Teacher – 2 nd Year	
Gillespey, Anthony	Junior High Teacher – 2 nd Year	Anthony Gillespey
Papenfuss, Matthew	Junior High Teacher – 2 nd Year	Matthew Papenfuss
Brandewie, Amy	High School Teacher – 2 nd Year	
Graf, Zachary	High School Teacher – 2 nd Year	
Laza, Sara	High School Teacher – 2 nd Year	
Dr. Linda Barganski	Central Office	Linda Barganski
Davis, Jessica	Business Rep. – 1 st Year	
Foster, Alison	Business Rep. – 1 st Year	
Boughton, Elaine	Community Rep. – 1 st Year	Elaine Boughton
Martinez, Molli	Principal - ECC	Molli Martinez
Elliott, Crystal	Asst. Principal	Crystal Elliott
Young, Ryan	PRN	Ryan Young

