

FLOUR BLUFF ISD

Flour Bluff District Improvement Plan 2024/2025



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

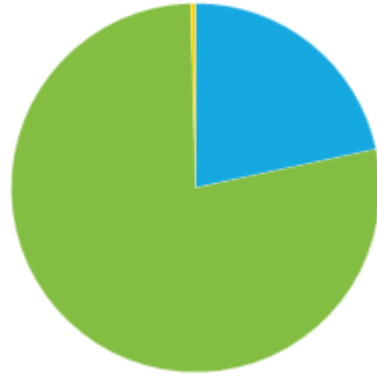
Name	Position
Steinbruck, Chris	Superintendent
Molina, Elizabeth	ECC Teacher-2nd Year
Olson, Carlee	ECC-Teacher- 1st year
Brenda, Arredondo	ECC- Teacher 1st year
Meurer-Busby, Mendy	ECC- parent 1st year
Pedraza, Kerri	Primary - Teacher 1st year
Ames, Cindy	Primary 1st year
Norman, Jennifer	Primary - Assist. Principal 2nd year
Lopez, Amber	Primary- Parent 1st year
Daubenspeck, Martha	Elementary Teacher-1st year
McAliley, Carly	Elementary - Teacher 1st year
Vardeman, Rachel	Elementary - Counselor 2nd year
Rebecca, Taylor	Elementary- Parent 1st year
Forney, Alison	Intermediate Teacher-1st year
Moss, Tavie	Intermediate Teacher-2nd year
Dawn, Evans	Intermediate-Nurse 2nd year
Tirado, Nicole	Intermediate Parent-- 1st Year
Garza, Erika	Junior High Teacher-2nd year
Martin, Matthew	Junior High Teacher-2nd year
Avery, Deb	Junior High - 2nd year
Aguilar, Amanda	Junior High Asst. Principal-1st year
Hughes, Kennidi	High School Teacher-2nd year
Jones, Kimberly	High School Teacher- 2nd year
Ortega-Ruiz, Liz	High School Performing Arts 2nd year
Blair, Tamara	HS Curr. Supervisor- 2nd year
Pfetter, Tammy	High School- 1st year
Schoene, Michelle	Business Rep. 1st year
Ramirez, Javier	Business Rep. 1st year

FLOUR BLUFF ISD Site Base

Name	Position
Harris, Elizabeth	Community Rep. 1st year
Barganski, Linda	District
Crenshaw, James	District
White, Nicole	Guest
Molina, Tomas	Guest

Resources

Currency



Total	\$7,862,500
Federal	\$1,701,535
State	\$6,128,354
Local	\$32,611
Other	\$0

Resource	Source	Amount
289-PTECH	Federal	\$46,961
CTE-244	Federal	\$62,853
Title I	Federal	\$1,288,824
Title II	Federal	\$209,735
Title IV	Federal	\$93,162
199 C&I	Local	\$6,850
199- Nurse	Local	\$10,000
199-GT	Local	\$15,761
CTE 163	State	\$1,548,913
EMAT	State	\$501,625
ESL	State	\$10,000
Safe Cycle 1	State	\$352,559
SE-162	State	\$367,428
SE-224	State	\$1,133,524
SE-225	State	\$15,815
State Comp. Ed.	State	\$2,198,490

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 continues to need updated facilities since many buildings are fifty or more years old.

Demographics Needs

Flour Bluff ISD will continue to expand programs with adequate staffing 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 an enrollment of 5,586 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 48.24% Economically Disadvantaged, 14.85% Special Education, 12.06% Gifted and Talented, 3.51% English Language Learners, 44.18% At-Risk, 2.09% African-American, 48.19% Hispanic, 42.18% White, 5.29% Two or More Races and 1.94% Asian. Approximately 10% of our students are from military families.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Flour Bluff had 458 graduates in 2024. We had 347 graduates who graduated at the distinguished level (76%). We had 423 students graduate with one endorsement (92%).

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

Student Achievement

Student Achievement Strengths

The Texas Education Agency has not released ratings for the 2023-2024 school year.

Campus Accountability Ratings
Ratings have not been released

Accountability Distinction Designations:
Ratings have not been released to determine distinctions

Student Achievement Weaknesses

- As a district we would like to increase scores in meets and masters in the core content.
- Four-year longitudinal graduation rate (this will be updated when new information is obtained)
- The annual drop out rate (this will be updated when new information is obtained)
- Increase the annual CCMR percentage of graduates (88% is the new target).

Student Achievement Needs

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

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

percentage must improve; the new goal is 88% to receive an A in accountability.

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 2023-2024 are as follows:

Reading - All Students

Grade 3 - 80%
Grade 4 - 85%
Grade 5 - 83%
Grade 6 - 88%
Grade 7 - 84%
Grade 8 - 88%

Math - All Students

Grade 3 - 75%
Grade 4 - 68%
Grade 5 - 77%
Grade 6 - 77%
Grade 7 - 80%
Grade 8 - 81%

Science - All Students

Grade 5 - 76%
Grade 8 - 79%

Social Studies - All Students

Grade 8 - 71%

End-of-Course assessments were analyzed according to the percentage of students who Approaches Grade Level or Above The 2023-2024

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

results are as follows:

English I - 88%

English II - 88%

Algebra I High School - 86% , Junior High- 100%, District- 90%

Biology - 97%

United States History - 98%

School Culture and Climate

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.
- License Professional Counselor (LPC) at the high school
- superintendent student councils

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.

Comprehensive Needs Assessment

School Culture and Climate Needs

Need to expand our ability to address students and staff 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

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. Mentor Program for new teachers to the district and to the profession.

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. The district will

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

work to improve the teacher pipeline and increase the applicant pool for hiring certified teachers.

Staff Quality, Recruitment and Retention Needs

New staff need to acquire the knowledge and skills from experienced teachers and mentors. For the 24-25 school year, the district will enter into a year-long, paid teacher residency program with TAMUCC student teachers to potentially employ the following school year. This program will allow on-the-job training and experiences for the TAMUCC student teachers which should, in turn, offer the district a better applicant pool to choose from when hiring.

Vertical alignment between campuses to allow for collaboration between grade levels will occur during district professional development days.

Staff Quality, Recruitment and Retention Summary

For 2023-2024, Flour Bluff ISD had 749 staff members employed by Flour Bluff ISD. Staff are categorized as follows:

Teachers = 362

Professional support = 61

Campus administration = 21

Central administration = 11

Educational aides = 97

Auxiliary staff = 196

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The district teachers write curriculum in grades PreK-12; all grade level curriculum is housed in the shared Google Drives. This summer, the curriculum writers updated pacing guides, scope and sequences, year-at-a-glance documents, and assessments; they will continue to fine-tune

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

pacing guides and assessments as the year progresses and updates are needed. 2nd grade and beyond will input local assessments into DMAC each six/nine weeks depending on their campus.

Curriculum Resources and Textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website for Grades PreK-12th.

The HMH adoption for RLA, Really Great Reading, and Heggerty resources in Kindergarten-3rd Grade strengthen the foundational phonemic awareness and phonics skills early learners need to be successful readers and writers.

The Texas Reading Academies professional development for teachers, administrators, and district-level staff in Kindergarten through Grade 3 enhances teacher effectiveness and student achievement. 90% or more of our staff in K-3 has completed the Reading Academies; we will continue to send our newly hired teachers (without Reading Academy certificates) to training at the ESC 2.

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

The High School and Junior High campuses also use Sirius Education products to assist with House Bill 4545/1416 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 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.

Curriculum, Instruction and Assessment Weaknesses

College, Career and Military Readiness (CCMR) is our top priority for improvement during the 2024-2025 school year; 53% of the 2023 graduates earned CCMR credit which counts in our 2024 Accountability rating. In order to be an 'A' in this area for Accountability purposes, FBISD needs to achieve 88% of graduates earning CCMR credit.

Addressing student learning gaps in the curriculum will continue to be refined during the school year in Professional Learning Communities (PLCs).

Writing instruction is a goal for each tested campus. The short and extended constructed response questions were low across grades 3-8 in RLA, social studies, and science at the district and state levels. Each campus is working towards improving the ECR question, which counts for up to 20% of the test. Other new question types will also be

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

practiced regularly (drag & drop, hot spot, etc.) to address lower scores across the district.

Finally, we will place a heavy emphasis on Math in PK-6 grade due to lower STAAR scores.

Curriculum, Instruction and Assessment Needs

We will continue to use the CCMR tracking program (Pathways) at the HS to assist with identifying students who have/have not earned their CCMR credit. Additionally, the Programs of Study courses and pathways for CTE have been updated based on economic trends and the needs of students; this allows our CCMR to improve in the long run. This year's Seniors who haven't earned their CCMR point yet, will enroll in the Texas College Bridge, which is a program that offers self-paced college prep Math and English courses. The goal is to increase the number of students graduating with their CCMR credit to ensure their college readiness and increase the district's CCMR percentage overall. We've also hired a CCMR counselor at the HS who will monitor and ensure seniors and juniors are earning CCMR credit before they graduate. Additionally, we will offer TSI testing more frequently at the HS in order to increase the chances of students earning their CCMR credit.

Creating a guaranteed and viable curriculum takes a tremendous amount of time, knowledge, resources, and financial investment. District teachers, curriculum supervisors, deans and other staff worked a great deal on the curriculum documents over the 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 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.

We will train all PK-HS ELAR teachers in vertical alignment through a vertical PLC during Back to School PD as well as provide training on ECRs and SCR's during the year; funding is required for all PD training.

Additionally, we will provide PD to all K-8 Math teachers on Research Based Instructional Strategies during the Back to School PD week; as administrators perform walkthroughs and visit classrooms, we will be looking for the use of the RBIS strategies in Math.

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

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 in such programs as becoming a H.O.S.T.S (Helping Our Students to Succeed) Mentor. The Superintendent holds parent and community meetings throughout the year. Surveys are sent to parents via Skyward to gather feedback for Title 1, ESL, GT and CTE. All campuses 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.

Comprehensive Needs Assessment

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, e-mail, phone, progress reports/report cards, newsletters, the district website, 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, and Textbook Committee. Parents and community members are invited to participate on the School Health Advisory Council, and the District of Innovation Committee.

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.

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. The district continues to maintain facility repairs.

Comprehensive Needs Assessment

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. 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

Two paramount strengths of Flour Bluff ISD Technology are:

1. Strategic Investment in Classroom Technology: FBISD has demonstrated a remarkable commitment to fostering cutting-edge learning environments by investing in technology equipment designed for student engagement.

Interactive Displays: The district provides an interactive display for all K-6th grade core teachers.

Streaming Services: FBISD utilizes a streaming platform SWANK, benefiting all teachers and students.

Server Infrastructure: The district continues to upgrade and update aging servers. These servers are the backbone of the district's collaboration through email, local files, and print sharing.

To date we have been upgrading the OS of our virtual servers as well as bios and software updates. This server infrastructure supports digital learning and online assessments.

Technology Resource Lifecycle Management: We have implemented a comprehensive technology resource lifecycle, ensuring that campuses continually benefit from the necessary technology. This systematic approach safeguards the district's technological relevance and maximizes resource utility.

2. Highly Qualified and Supportive Technology Personnel: A key facet of this department is the caliber of individuals comprising the technology support team.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Teacher-Centric Support: Three campus techs, along with district support, work closely with all teachers and staff to ensure that all technology-related issues are resolved within a set timeframe.

Personalized Teacher Training: FBISD's commitment extends to personalized teacher training programs, slated for the 2023-2024 school year. The district has hired a Technology Integration Specialist and added six stipend Technology Chair positions to empower our teachers with the skills and knowledge required to seamlessly integrate technology into their teaching, thus enhancing instructional efficacy.

Enhanced Campus Digital Security: We continue to follow NIST standards for securing and hardening our district's data and student information.

Use of Microsoft Office 365 and Google Docs: These web-based platforms afford teachers the flexibility to integrate collaborative tools into their curriculum.

Technology Weaknesses

FBISD faces critical deficiencies in the following areas:

1. **Inadequate Network Traffic Insight:** The absence of comprehensive insight into network traffic hampers our ability to monitor, analyze, and optimize network performance effectively.
2. **Server Hardware and Maintenance:** We must start conversations about moving off-premises or invest heavily in our server infrastructure, as well as bringing in training or hiring a true SysAdmin.
3. **Dedicated Training:** To keep up with constantly changing technology, we would benefit from dedicated funding for training.

Technology Needs

There is an urgent requirement to replace our outdated phone system, which currently relies on the aging Mitel phone system and copper infrastructure. The district would greatly benefit from migrating to an all-IP-based phone system, aligning with modern technology standards.

1. **Enhanced Security:** The need to identify and harden security in its many forms is paramount, and an upgrade to an IP-based phone system is a pivotal step in this direction. Modern IP-based systems offer advanced security features, better call logging, the ability to communicate from anywhere at any time, and are more reliable than our aged infrastructure.

Comprehensive Needs Assessment

Technology Needs (Continued)

2. Migration from Legacy Copper: Our reliance on aging copper lines is not only outdated but also poses operational limitations. Transitioning to an all-IP-based phone system will enable us to break free from the constraints of legacy infrastructure, providing greater flexibility, scalability, and reliability.
3. Dedicated Funds: We would greatly benefit from dedicated funds to keep up with the rising costs of software and cloud storage/computing.
4. Server Hardware and Maintenance: The trend is moving off-premises or invest heavily in our server infrastructure, as well as bringing in training or hiring a true SysAdmin. This is a need in funds and training ether way we go.
5. Dedicated Training: To keep up with constantly changing technology, we would benefit from dedicated funding for training.

Technology Summary

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

Early Childhood Center

Desktops - 4
Laptops - 41
Printers - 4
Document Cameras - 28
Interactive Displays - 37
Display Projectors - 1
IPads - 124
Fax Machine - 1
Chromebooks - 127
Digital Signage Displays - 1

Primary

Desktops - 6
Laptops - 55
Printers - 3
Document Cameras - 33
Interactive Displays - 44
Display Projectors - 1
IPads - 105
Fax Machine - 1
Chromebooks - 495
Digital Signage Displays - 1

Comprehensive Needs Assessment

Technology Summary (Continued)

Elementary

Desktops - 2
Laptops - 64
Printers - 2
Document Cameras - 22
Interactive Displays - 57
IPads - 35
Fax Machine -
Chromebooks - 916
Digital Signage Displays - 1

Intermediate

Desktops - 2
Laptops - 64
Printers - 2
Document Cameras - 22
Interactive Displays - 57
Display Projectors - 0
IPads - 35
Fax Machine -
Chromebooks - 916
Digital Signage Displays - 1

Junior High

Desktops - 11
Laptops - 145
Printers - 15
Document Cameras - 15
Interactive Displays - 45
IPads - 21
Fax Machine - 1
Chromebooks - 1393
Digital Signage Displays - 20

High School

Desktops - 259
Laptops - 265
Printers - 45
Document Cameras - 37

Comprehensive Needs Assessment

Technology Summary (Continued)

Interactive Displays - 103
Display Projectors - 5
IPads - 21
Fax Machine - 1
Chromebooks - 2114
Digital Signage Displays - 25

Athletics

Desktops - 2
Laptops - 20
Printers - 5
LCD Projectors - 1
TV Screens - 8
Apple TVs - 3

SPED

Laptops - 26
Printers - 7
iPads - 29
Chromebooks - 121
TV Screens - 4

Administration

Desktops - 35
Laptops - 23
Printers - 16
Document Cameras - 1
iPads - 22
Fax Machine - 4
Scanner - 4
POS Computers - 10
Chromebooks - 8
TV Screens - 11

Districtwide

Security Cameras - 230

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 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 Report Card Data
Grades that measure student performance on TEKS
Highly Qualified Staff
Local diagnostic reading assessment data
Mobility rate, including longitudinal data
Observation Survey results
Parent surveys and/or other feedback

Comprehensive Needs Assessment

Planning and decision making committee data
Professional development needs assessment data
Professional learning communities (PLC) data
Results Driven Accountability (RDA)
Running Records results
Safe Schools Checklist
SAT and/or ACT assessment data
Special Programs Evaluations
Special Student Populations
STAAR current and longitudinal results
STAAR EL Progress Measure data
Staff Development
Staff surveys and/or other feedback
State and federal planning requirements
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
Violence and/or violence prevention records

FLOUR BLUFF ISD

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

Objective 1. 1.1 Safety and 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 Positivity, School Connect, Ripples Effects) Multi-Tiered Systems of Support (MTSS) Behavior Discipline Management Plan Child Abuse Trafficking and Maltreatment Awareness Regional Day School for Deaf and Hard of Hearing Trauma-Informed Care Professional Development (NCI/CPI Training) HOST Mentor Program Counseling Sevices T-CHATT TIDES Program Textbook Adoptions & Instructional Materials Purchasing (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Assistant Principal(s), Associate Superintendent for Curr.& Instruct., 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)</p>	<p>2024-2025</p>	<p>(F)Title I - \$20,000, (F)Title II - \$12,000, (F)Title IV - \$25,000, (L)199- Nurse - \$10,000, (S)EMAT - \$75,096, (S)ESL - \$8,000, (S)SE-162 - \$10,000, (S)SE-224 - \$10,000, (S)State Comp. Ed. - \$10,000</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>09/12/24 - Pending</p>
<p>2. The district will follow school safety standards from the Texas Education Agency, such as Security cameras, Silent Panic Alarms, Doors, Impact Resistance Film for glass windows and doors, Radios, and Fencing. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)</p>	<p>Associate Superintendent of Student Services, Director of District Security, Directors, Principal(s), Superintendent</p>	<p>2024-2025</p>	<p>(S)Safe Cycle 1 - \$352,559, (S)SE-224 - \$9,500</p>	<p>Criteria: Check off all minimum requirements for Texas safety standards. Pass all intruder audits with no findings.</p>

FLOUR BLUFF ISD

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

Objective 2. 1.2 Annually increase Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, and 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, ESL classes, advanced courses, and career and technical courses. This will include:</p> <ul style="list-style-type: none"> Supporting the Professional Learning Committees Culture Data Analysis (i.e., DMAC and Student Growth through TIA) District Developed Curriculum Supplies, Manipulatives MClass Intervention Programs (A-Z Learning, Really Great Reading, IXL, Living Materials, Screencastify, Learning.com, adopted instructional materials) Technology Tutoring Support Multi-Tiered Systems of Support (Academic) Professional Development (CAST, Texas Assessment Conference, Counselor Support, TCEA, Reading Academies, Wilson Reading) Accelerated Instruction (Edgenuity, TSI/STAAR/EOC Boot Camps) College Readiness Strategies HORNET Learning Academy (drop-out prevention) Equipment and supplies to support engaging activities Vertical Alignment ESL Training (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) 	<p>Assistant Principal(s), Associate Superintendent for Curr.& Instruct., 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>2024-2025</p>	<p>(F)289-PTECH - \$37,007, (F)CTE-244 - \$58,653, (F)Title I - \$30,000, (F)Title II - \$5,000, (F)Title IV - \$5,162, (L)199-GT - \$8,000, (S)CTE 163 - \$118,405, (S)EMAT - \$250,000, (S)ESL - \$2,000, (S)SE-162 - \$150,000, (S)SE-224 - \$150,000, (S)State Comp. Ed. - \$15,322</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>09/12/24 - Pending</p>

FLOUR BLUFF ISD

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

Objective 3. 1.3 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: 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 Suite, 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 Frontline/Esped Goalbook Training (Target Group: All) (Strategic Priorities: 3)</p>	<p>Advisory/Community/Partnership Committees, Assistant Principal(s), Associate Superintendent for Curr.& Instruct., Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)</p>	<p>2024-2025</p>	<p>(F)289-PTECH - \$9,954, (F)CTE-244 - \$4,200, (F)Title I - \$60,000, (F)Title II - \$30,000, (F)Title IV - \$6,000, (L)199 C&I - \$6,850, (L)199-GT - \$7,761, (S)CTE 163 - \$20,000, (S)EMAT - \$80,000, (S)SE-162 - \$150,000, (S)SE-224 - \$34,024, (S)State Comp. Ed. - \$55,000</p>	<p>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</p> <p>09/12/24 - Pending</p>

FLOUR BLUFF ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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)</p>	<p>Assistant Director of Special Education, Assistant Principal(s), Associate Superintendent for Curr.& Instruct., Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Athletic Director, Campus Nurse(s), Chief Academic Officer, Chief Communications Officer, Counselor(s), Curriculum Supervisor(s), Dean of Instruction, Director of Special Education, Directors, Executive Director of Comm. & Community Relations, Principal(s), Superintendent, Teacher(s)</p>	<p>2024-2025</p>	<p>(F)Title I - \$19,900, (F)Title II - \$3,000, (S)EMAT - \$96,529, (S)SE-162 - \$17,428, (S)SE-224 - \$30,000, (S)State Comp. Ed. - \$34,900</p>	<p>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</p> <p>09/12/24 - Pending</p>

FLOUR BLUFF ISD

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

Objective 1. 2.1 Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will strategically staff based on course counts and essential needs (inclusion teachers). (Target Group: All)	Chief Financial, Bus, & Operations, Deputy Superintendent, Directors, Executive Director of Human Resources, Principal(s), Superintendent	2024-2025	(L)Local Funds	Criteria: Staff Meetings with directors and principals Annual salary analysis 09/12/24 - Pending
2. 2.1B Strategic extracurricular staffing based on student needs and interests. (Target Group: All)	Associate Superintendent for Curr.& Instruct., Dean of Instruction, Deputy Superintendent, Directors, Principal(s), Superintendent	2024-2025	(F)Title I - \$100, (S)State Comp. Ed. - \$100	Criteria: Survey Sign In Sheets Staff Meetings 09/12/24 - Pending
3. 2.1C Competitive compensation for all categories of employees including stipends. (Target Group: All)	Deputy Superintendent, Directors, Executive Director of Human Resources, Principal(s), Superintendent	2024-2025	(F)Title I - \$1,154,824, (F)Title II - \$159,735, (F)Title IV - \$57,000, (S)CTE 163 - \$1,410,508, (S)SE-224 - \$900,000, (S)SE-225 - \$15,815, (S)State Comp. Ed. - \$2,077,668	Criteria: Compare the annual comparative market analysis to determine if FBISD is competitive with the surrounding area. 09/12/24 - Pending

FLOUR BLUFF ISD

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

Objective 2. 2.2 Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2A Annual evaluation of attendance at Professional Development. Dyslexia Training Evaluation Training Legal Updates (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Associate Superintendent for Curr.& Instruct., Curriculum Supervisor(s), Director of Special Education, Directors, Principal(s), Teacher(s)	2024-2025	(S)CTE 163, (S)SE-162 - \$40,000	Criteria: Agendas and Participation Rosters Teacher Attendance Surveys 09/12/24 - Pending
2. 2.2B Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible teachers. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Associate Superintendent for Curr.& Instruct., Curriculum Supervisor(s), Dean of Instruction, Deputy Superintendent, Director of Special Education, Principal(s), Teacher(s)	2024-2025	(L)199 C&I	Criteria: Sign In Sheets Certificates Feedback 09/12/24 - Pending
3. 2.2C Systematically monitor teacher coaching and mentor programs' effectiveness. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All)	Associate Superintendent for Curr.& Instruct., Teacher(s)	2024-2025	(L)199 C&I	Criteria: Monitor monthly Mentor Program Sign In Sheets Monitor staff certifications in their content area 09/12/24 - Pending

FLOUR BLUFF ISD

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

Objective 3. 2.3 Positive Culture and Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement and systematically sustain wellness event activities and promotions. (Title I SW Elements: 2.2,2.4) (Target Group: All)	Executive Director of Comm. & Community Relations, Principal(s), Teacher(s)	2024-2025	(L)Local Funds	Criteria: Surveys Attendance at activities Track attendance at events 09/12/24 - Pending
2. 2.3B Implement and systematically sustain staff recognitions. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Executive Director of Comm. & Community Relations, Principal(s), Superintendent	2024-2025	(L)Local Funds	Criteria: Monthly Hornet Hero Luncheons Annual staff appreciation Events Newsletter/Social Media Recognitions School Board Recognitions 09/12/24 - Pending
3. 2.3C Implement and systematically sustain staff feedback protocols. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All)	Assistant Director of Special Education, Associate Superintendent for Curr.& Instruct., Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Dean of Instruction, Department Head(s), Directors, Principal(s), Teacher(s)	2024-2025	(L)Local Funds	Criteria: Listen, Learn, Adjust staff feedback Surveys Committee Meetings 09/12/24 - Pending
4. 2.3D The District will sustain and enhance school Emergency Operations and Procedures (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All)	Associate Superintendent of Student Services, Directors, Principal(s), Superintendent	2024-2025	(L)Local Funds	Criteria: Feedback from staff/students/parents/community Reviewing the EOP Meetings with campus administrators, directors, public 09/12/24 - Pending

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 1. 3.1 Increase Family Engagement and Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to engage the community through Family Engagement Conferences, workshops (ex. Finance 101), Special Education Meetings, in-house parent training, and posting online parent videos. (Target Group: All)	Associate Superintendent of Federal and State Prog, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Principal(s), Teacher(s)	2024-2025	(F)Title I - \$3,600, (S)State Comp. Ed. - \$5,000	Criteria: District and Campus Committee Membership Policies and Procedures Committee Agendas Meeting Minutes Surveys Training Certificates Feedback 09/12/24 - Pending

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 2. 3.2 Increase Community Engagement and Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will engage community members through various committees, including the CTE Advisory Committee, Calendar Committee, District Site-Based Committee, District of Innovation, Oceans Committee, District Safety, Math & Science Committee, and Security Committee. The community will be invited to the Homecoming Parade and Christmas At Town Square. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All)</p>	<p>Associate Superintendent for Curr.& Instruct., Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Communications Officer, CTE Coordinator, Curriculum Supervisor(s), Directors, Principal(s), Superintendent</p>	<p>2024-2025</p>	<p>(F)Title I - \$300, (S)State Comp. Ed. - \$500</p>	<p>Criteria: District Committee Membership Committee Agendas and Participation Rosters Committee Meeting Minutes Surveys</p> <p>09/12/24 - Pending</p>

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

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

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 through surveys and face-to-face meetings. Special Education Parent Learning Sessions. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Associate Superintendent for Curr.& Instruct., 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, Principal(s), Superintendent, Teacher(s)	2024-2025	(F)Title I - \$100	Criteria: Committee Meetings Surveys Media Publications District Publications Communication With Outside Entities 09/12/24 - Pending

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will establish a budget calendar outlining key dates and deadlines and will set clear parameters to ensure that board members and the community have ample opportunity to contribute their input in the budget creation process. (Target Group:All) (Target Group: All)	Chief Financial, Bus, & Operations, Executive Director of Comm. & Community Relations, Executive Director of Human Resources, Superintendent	2024-2025	(L)Local Funds	Criteria: Budget Calendar, Sign-in Sheets, Budget Parameter document 09/12/24 - Pending

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

Objective 2. 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Develop and maintain long-range facility plans for current and new facilities.</p> <p>Ensure that buildings and facilities meet and comply with state requirements regarding safety and security.</p> <p>Develop a proactive plan to address current facility issues throughout the district. (Target Group: All) (Target Group: All)</p>	<p>Chief Financial, Bus, & Operations, Director of Facilities, Superintendent</p>	<p>2024-2025</p>	<p>(L)Local Funds</p>	<p>Criteria: Long Range Facility Master Plan, Sign-In Sheets, Systematically updated and regularly monitored and reviewed (FMX), walkthroughs by the maintenance department and administrators periodically.</p> <p>09/12/24 - Pending</p>

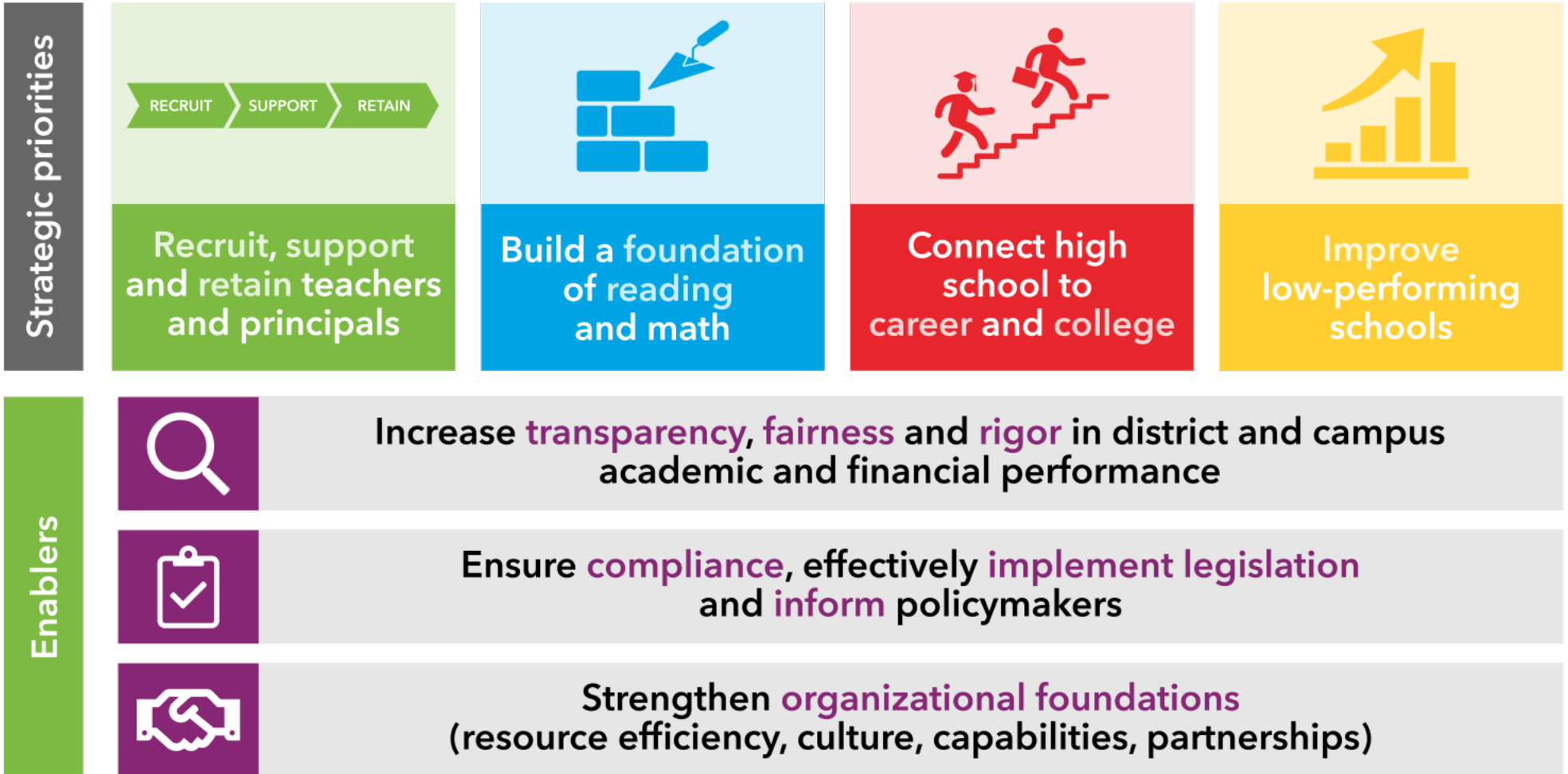
FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

Objective 3. 4.3 Effective and Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement effective and efficient operations district-wide to ensure fiscal responsibility. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Chief Financial, Bus, & Operations, Director of Facilities, Superintendent	2024-2025	(L)Local Funds	Criteria: Systematically review work orders and cost (FMX), Grant Opportunities, Energy Assessment 09/12/24 - Pending

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 Action Plan 2024-2028

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 - Padre Island - NAS/CCAD

GOAL 1: STUDENTS: WELL-BEING AND ACADEMIC SUCCESS

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long-Term Desired Outcomes:
1.1 Safety and Well-Being	<p>1.1A - Monitor and systematically assess the implementation of security processes and policies.</p> <p>1.1B - Monitor and systematically assess the implementation of the district's counseling program.</p>	<p>1.1.1A - Pass annual intruder detection audits.</p> <p>1.1.1B - Evaluate attendance, discipline, and grades every six weeks.</p>	<p>1.1A - Develop an EOP with 0 deficiencies based on the Texas State Safety Center Review.</p> <p>1.1A - Pass all intruder audits with no finding every year.</p> <p>1.1B -1.1B - By 2028, attendance will increase from 94.1 to 96%.</p> <p>1.1B -1.1B - By 2028, reduce the number of discretionary SDGC placements by 25%</p> <p>1.1B -1.1B - By 2028, reduce the number of failures in all credit-bearing courses by 25%</p> <p>1.1B - ECC-Elementary - 100% of students get monthly Character Education lessons from the counselors.</p> <p>1.1A - By 2028, increase the Safety & Well-Being Student Survey Questions that students feel safe at school from from 50% to 80%.</p>
1.2 Annually increase Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, & Social Studies	<p>1.2A - Monitor alignment between written, taught, and assessed curriculum.</p> <p>1.2B - Monitor and assess the district's Professional Development program.</p> <p>1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level.</p>	<p>1.2.1A-C - Individual Student Growth on State Testing (TIA)</p> <p>1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass)</p> <p>1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)</p>	<p>1.2 - By 2028, the district and all campuses will earn and maintain an "A" rating.</p> <p>By 2028, the % of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 60% and STAAR Math will increase from 42% to 52%.</p> <p>By 2028, the % of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 63% and STAAR Math will increase from 41% to 53%.</p> <p>By 2028, the % of 5th grade students at meets grade level on STAAR RLA will increase from 60% to 71%, STAAR Math will increase from 46% to 60%, STAAR Science will increase from 40% to 60%.</p> <p>By 2028, the % of 6th grade students at meets grade level on STAAR RLA will increase from 66% to 75% and STAAR Math will increase from 45% to 55%.</p> <p>By 2028, the % of 7th grade students</p>

			<p>at meets grade level on STAAR RLA will increase from 64% to 74% and STAAR Math will increase from 58% to 65%.</p> <p>By 2028, the % of 8th grade students at meets grade level on STAAR RLA will increase from 69% to 76%, STAAR Math will increase from 55% to 62%, Science will increase from 50% to 60%, and Social Studies will increase from 41% to 48%.</p> <p>By 2028, the % of EOC students at meets grade level on STAAR English I will increase from 77% to 85%, STAAR English II will increase from 79% to 83%, Algebra I will increase from 69% to 76%, Biology will increase from 81% to 87%, and US History will increase from 82% to 87%.</p>
1.3 Annually increase CCMR results	<p>1.3A - Increase and sustain TSI testing opportunities and passing rate.</p> <p>1.3B - Increase and sustain enrollment in College Prep Courses.</p> <p>1.3C - Increase and sustain enrollment in Dual Credit Courses.</p>	<p>1.3A - Bi-annual evaluation of the frequency of TSI testing.</p> <p>1.3B - All eligible students who are not college-ready are placed in College Prep courses.</p> <p>1.3C - Increase the percentage of students in Dual Credit who earn 3+ credit hours.</p>	<p>1.3 - By 2028, the district will increase the Four-Year Graduation Rate from 83% to 96%.</p> <p>1.3B - By 2028, the district will increase the CCMR percentage from 53% to 88%.</p> <p>1.3C - By 2028, the district will increase the percent of students who earn dual credit hours from 23% to 35%.</p>
1.4 Increase student involvement in high-quality extra/co-curricular activities and clubs.	<p>1.4A - Raise awareness of available extra/co-curricular activities/clubs.</p> <p>1.4B - Survey student interest, evaluation of current programs, and participation in extracurricular activities/clubs. (Activity Rosters)</p>	<p>1.4 - Bi-annual evaluation via student enrollment in extra/co-curricular activities and clubs. Ticket Sales for extra/co-curricular activities.</p>	<p>1.4 - We will establish a baseline at the end of 2025 and set a goal for 2028.</p>

GOAL 2: FACULTY & STAFF: WELL-BEING, PROFESSIONAL DEVELOPMENT, AND GROWTH

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long-Term Desired Outcomes:
2.1 Intentional Compensation	<p>2.1A - Strategic Staffing based on course counts and essential needs.</p> <p>2.1B - Strategic extracurricular staffing based on student needs and interests.</p> <p>2.1C - Competitive compensation for all categories of employees.</p>	<p>2.1A - Annual salary analysis with the region.</p> <p>2.1B - Annual stipend analysis with the region.</p> <p>2.1C - Annual Comparative Market Analysis.</p>	<p>2.1A - Maintain top decile in regional employee compensation.</p> <p>2.2B - Maintain top decile in regional employee stipends.</p> <p>2.2C - By 2028, increase and sustain compensation for all employees.</p>
2.2 Capacity Building of All Staff	<p>2.2A - Annual evaluation of attendance at Professional Development.</p> <p>2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers.</p> <p>2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness.</p>	<p>2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria)</p> <p>2.2B - Bi-Annual TTESS Calibrations (Google Forms)</p> <p>2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings.</p>	<p>2.2A - By 2028, increase and sustain 100% of all staff participating in relevant professional development annually. (Eduphoria)</p> <p>2.2B - 90% of TTESS Appraisers will have participated annually in both TTESS calibrations.</p> <p>2.2C - By 2028, staff certified in their content area will increase from 98% to 100%</p>
2.3 Positive Culture & Workplace Environment	<p>2.3A - Implement and systematically sustain Wellness Event Activities and Promotions.</p> <p>2.3B - Implement and Systematically Sustain Staff Recognitions.</p> <p>2.3C - Implement and Systematically Sustain Staff Feedback Protocols</p> <p>2.3D - Sustain and Enhance School Emergency Operations & Procedures</p>	<p>2.3A - Annual Wellness Event Tracking. (District Activity List)</p> <p>2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events.</p> <p>2.3C&D - Listen, Learn, and Adjust from Staff Feedback</p>	<p>2.3A - By 2028, staff receiving their wellness exam will increase from 5 to 50%..</p> <p>2.3B - By 2028, Annual Retention Rates for teachers will increase from 83% to 90%. Annual Retention Rates for non-teaching staff will increase from 74% to 81%.</p> <p>2.3C&D - Feedback Data Survey and Continuous Improvement Reports</p>

GOAL 3: COMMUNITY SATISFACTION AND ENGAGEMENT

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes:
3.1 Increase Family Engagement & Satisfaction	<p>3.1A - Systematically monitor and sustain family engagement activities.</p> <p>3.1B - Monthly Family Engagement Opportunities.</p> <p>3.1C - Continuous improvement for Volunteer opportunities.</p>	<p>3.1A - Calendar monitoring of campus engagement events. (District & Campus Events Calendar)</p> <p>3.1B - Family Participation Monitoring (Sign-In Sheets)</p> <p>3.1C - Volunteer Participation Monitoring (HR Volunteer List)</p>	<p>By 2028, 100% of events on the district and campus events calendars occurred.</p> <p>Parent Survey Questions</p> <p>Volunteer Total Year to Year</p>
3.2 Increase Community Engagement & Satisfaction	<p>3.2A - Increase and sustain opportunities to host community events.</p> <p>3.2B - Sustain volunteer opportunities aligning with community needs.</p> <p>3.2C - Increase and sustain district-wide participation with the Corpus Christi Food Bank and local food ministry partners.</p>	<p>3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software)</p> <p>3.2B - Monitoring frequency of campus and district community service projects. (MOY)</p> <p>3.2C - Evaluate the number of participants supporting the food bank. (MOY)</p>	<p>3.2A - EOY Facility Request Software Report</p> <p>3.2B - EOY Community Service Projects Report</p> <p>3.2C - Evaluate the number of participants supporting the food bank. (EOY)</p>
3.3 Increase Local, State, Federal, & Governmental Relationships	<p>3.3A - Increase Communication with Local, State, Federal, and Government Agencies</p> <p>3.3B - Increase Participation with Local, State, Federal, and Government Agencies</p>	<p>3.3A - Governmental Agency Monitoring Calendar (Monthly)</p> <p>The Events Calendar has been added to the district and campus web pages. We will update this calendar monthly with upcoming events and key dates.</p> <p>3.3B - Monitor and Increase the MOU/LOA agreements.</p>	<p>3.3A - Governmental Agency Monitoring Calendar (Annual)</p> <p>3.3B - EOY MOU/LOA agreements</p>

GOAL 4: FINANCIAL STEWARDSHIP

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes:
4.1 Transparent and Effective Budget Development and Management System	4.1A - Sustain Proactive Budget Workshops	4.1A&B - Monthly budget parameter updates (April through August)	4.1A&B - Maintain an A in the FIRST rating.
	4.1B - Implement and Sustain Budget Parameter Memo	4.1A&B - Monthly financial reports	4.1A&B - Maintain Unqualified Audit Opinion
4.2 Facility Management	4.2A - Create and Sustain Long-Range Facility Plan - New Facilities	4.2 - District/Campus Facility Assessments	Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed
	4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities	4.2 - Demographic Report	
	4.2C - Securing Buildings/Facilities	4.2 - Financial Advisor Report	
4.3 Effective & Efficient Operations	4.3A - Expenditure Projection Plan	4.3A - Alignment of Expenditures and Revenues	4.3A - Alignment of Expenditures and Revenues
	4.3B - Maximizing Existing Funding/Grant Opportunities	4.3B - Increase funding and grant opportunities	4.3B - Increase funding and grant opportunities
	4.3C - Energy Management	4.3C - Establish energy management program through Long Range Planning Committee.	4.3C - Reduce energy and decrease energy costs. Once a baseline is established we will determine a goal for 2028.
	4.3D - Effectively utilize the Work Order System (FMX)	4.3D - Quicker turnaround time (baseline data needed)	4.3D - Quicker turnaround time (baseline data needed)

Flour Bluff ISD District Family Engagement Plan

2024-2025

The Flour Bluff Independent School District (FBISD) is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with staff, parents, and community members. We promote the involvement of these critical stakeholders by having them participate in the process that allows them to contribute by providing input to the efforts of providing services that maximize the quality of education for students in FBISD. We have established a family engagement plan to increase collaboration between all stakeholders.

Facilitate family-to-family support	<p>The FBISD plan will include Parent Liaisons at each elementary campus to assist with the campus-family relationship and provide parents with opportunities to participate in district and campus initiatives such as:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">~ Parent Teacher Organization <li style="display: inline-block; width: 45%;">~ Flour Bluff ISD newsletter <li style="display: inline-block; width: 45%;">~ Evening hands-on activities <li style="display: inline-block; width: 45%;">~ Goal-oriented home visits to identify strengths, interests, and needs
Establish a network of community resources	<p>FBISD, in partnership with community organizations, will establish resources that provide services to the students to equip parents and caregivers to identify and appreciate their children's development and growth. Some of the resources will include:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">~ Circles of Care <li style="display: inline-block; width: 45%;">~ Family and Community Health Services <li style="display: inline-block; width: 45%;">~ Mission of Mercy <li style="display: inline-block; width: 45%;">~ Catholic Charities <li style="display: inline-block; width: 45%;">~ District Social Worker <li style="display: inline-block; width: 45%;">~ Timon's Ministries <li style="display: inline-block; width: 45%;">~ Bayview Behavioral Services
Increase family participation in decision-making	<p>FBISD encourages family participation in decision-making. Their contributions are crucial to a well-rounded and well-thought-out plan that will facilitate support for all stakeholders and impact positive student achievement. Parents will be invited to participate and serve:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">~ Campus and District-Wide Site-Based Decision-Making Committees (SBDM) <li style="display: inline-block; width: 45%;">~ Parent Teacher Organizations <li style="display: inline-block; width: 45%;">~ Scheduled district and campus-level meetings <li style="display: inline-block; width: 45%;">~ Invite family feedback on activities <li style="display: inline-block; width: 45%;">~ Surveys
Equip families with tools to enhance and extend learning	<p>FBISD will equip families with learning opportunities to enhance and extend knowledge by providing parents with at-home activities that are age and developmentally appropriate for the children, such as:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 33%;">~ Campus Literacy Events <li style="display: inline-block; width: 33%;">~ Make and Take Sessions <li style="display: inline-block; width: 33%;">~ Summer Camps
Provide ongoing professional development opportunities for educators on culturally responsive, evidence-based strategies that support the education of the child	<p>FBISD's goal is to bring awareness of the Parental Involvement Program, ESSA/Federal requirements, and guidelines, emphasizing the value and impact of parents' contribution to the school.</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">~ Staff development offered at administrator, faculty, and department meetings <li style="display: inline-block; width: 45%;">~ Develop staff skills to support families in meeting their learning goals <li style="display: inline-block; width: 45%;">~ Develop effective communication strategies <li style="display: inline-block; width: 45%;">~ Region 2 trainings
Evaluate family engagement efforts and use evaluations for continuous improvement	<p>Training, workshops, meetings, and parental involvement activities have an evaluation that allows parents to express their views on the value of the activity.</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">~ Use parent input to provide valuable information in the planning, development, and implementation of programs <li style="display: inline-block; width: 45%;">~ Compile evaluation data and use it to plan and implement a more effective Parental Involvement Program

