FLOUR BLUFF ELEMENTARY

Flour Bluff Elementary Campus Improvement Plan 2025-2026
2025/2026

"The Hive is the Vibe"

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FLOUR BLUFF ELEMENTARY

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

February SBDM Meeting

Name	Position
Holder, Cindy	Principal
Holder, Cindy	District Representative
Hoover, Jeanine	Non-Teaching Certified Representative
Parker, Aaron	4th grade Parent/Business Rep.
Holder, Joe	Community Representative
Gillenwater, Liz	Parent
Baasel, Alena	Teacher-Yr2
Beckwith, Misty	Teacher-Yr2
Flores, Marisa	Teacher-Yr2
Soliz, Juan	Teacher-Yr2
Kaspar, Jennifer	Teacher Yr. 1
Caraway, Gabrielle	Teacher Yr. 1
Choate, Hannah	Teacher Yr. 1
Revett, Marion	Teacher Yr. 1
Wendt, Viviana	Teacher Yr. 1
Millage, Judith	Teacher-Yr1
Rowe, Codie	Teacher-Yr1
Ames, Lisl	Teacher-Yr1
Greene, Jayme	Non-Certified Representative
White, Nicole	Associate Supt. for Curriculum and Instruction
Rosales, Marisol	Business Representative

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance data
Campus leadership data
Community Demographics

Demographics Strengths

Flour Bluff Elementary has a diverse population of students including a variety of backgrounds and cultures. We have students from most ethnic populations, as well as, military families and transfer students.

Demographics Weaknesses

Average daily attendance needs to be at 96.5% or higher each day.

Demographics Needs

We would like to increase our enrollment through transfer students and appeal to families with students that live in our district but choose home, charter, or private school options for their educational needs.

Attendance incentives will be given each six weeks to a 3rd and 4th grade class with the best attendance for the six weeks. The winning classes will receive a class treat. Results will be posted in the Common's area of the school.

Demographics Summary

Comprehensive Needs Assessment

Our current daily attendance rate 97.18 (LY 96.22) +0.96%

We currently have 54 Military Connected students.

We currently have 746 students enrolled. There are 377 students in the 3rd grade and 369 students in the 4th grade.

We currently have 55 transfer students from outside our immediate community.

We have 17 third grade classrooms and 17 fourth grade classrooms.
We have 3 self-contained special education classrooms for students with significant disabilities.

We have a total of 85 staff members including teachers, paraprofessionals, and support staff.

We are a Title One campus. We have 56%of our students that are on free or reduced lunch.

We have students from most ethnic groups represented at the Elementary, with the highest representation from Hispanic and white populations.
This is our current student ethnic distribution:
52%   Hispanic
40%   White
0.018% African American
0.001% American Indian
0.016% Asian
0.001% Pacific Islander
0.04%   Two or More Races

Student Achievement

Student Achievement Data Sources

Campus Performance Objectives Summative Review
Current and/or prior year(s) campus/district plans
Disaggregated STAAR Data
TELPAS results

Student Achievement Strengths

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Highlights:

Reading & Language Arts (STAAR)
4th Above State & Region in Approaches & Meets
4th Above Region in Masters

Mathematics (STAAR)
3rd Above State & Region in Approaches
3rd Above Region in Meets and Masters
4th Above State & Region in Approaches and Meets
4th Above Region in Masters

Student Achievement Weaknesses

Areas of Improvement:

Reading & Language Arts (STAAR)
3rd Improve in all areas of STAAR
4th Continue Overall Growth

Mathematics (STAAR)
3rd Continue Overall Growth
4th Continue Overall Growth

Student Achievement Needs

ACTION PLAN

Curriculum Alignment:
ECC, Primary, and Elementary Principals and Curriculum Supervisors will meet regularly to review local assessment data to drive instruction and support classroom instruction.
Math and RLA teachers will meet with the Principal, Grade-Level Asst. Principal, Curriculum Supervisor, and Math Specialist weekly to review data, curriculum expectations, and discuss needs for instruction.
Math and RLA Teachers will meet weekly in Professional Learning Communities with an agenda that is focused on curriculum and instruction.
Professional Development:

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Provide ongoing professional development opportunities to enhance content knowledge and effective instructional strategies.
August training on Features of Fundations for Phonics instruction and new Math TEKS.
Prior to the start of the school year and then ongoing as needed, provide professional development on Resources and Curriculum that are being utilized for instruction so that it is implemented with fidelity and rigor.
Teacher Support:
Establish mentorship programs where experienced math and RLA teachers can support and guide new teachers.
Create communities of practice where teachers can collaborate, share best practices, and problem solve challenges related to teaching math and RLA.
Frequent observations and coaching for teachers that are struggling with content and/or instruction.
Dedicated Planning time for teachers to plan and observe master teachers.
Data Analysis:
Utilize DMAC for collecting and analyzing data on student performance in math and RLA to identify areas that need improvement and track progress over time.
Utilize and track formative assessments that allow timely feedback to students and adjust instruction accordingly.
Teacher Data meetings with Principal, Curriculum Supervisor, Math Specialist, and Grade Level Assistant Principal to discuss student progress and address needs that arise each as per testing schedule.
Intervention and Support:
“WIN” (What I Need) Time built in the master schedule. Provides 35 minutes of accelerated instruction during the school day.
After or Before School Tutoring to provide 30-60 minutes of intervention or support for concepts.
Title One Tutors (One Math and One Reading) that will work from October to April that focus on STAAR Prep.
STAAR SATURDAY SWARM three-four times in the Spring to engage students in test preparation, testing strategies, and content practice for the STAAR.

Student Achievement Summary

School Culture and Climate

School Culture and Climate Data Sources

Campus leadership data
Department/faculty meeting discussion/data
District Goals
Parent surveys and/or other feedback
Staff surveys and/or other feedback

Comprehensive Needs Assessment

School Culture and Climate Strengths

The Elementary staff supports and encourages each other even when things are difficult. They are professional and take pride in our campus and care in their work with students.

School Culture and Climate Weaknesses

We have several students (over 200) that have special needs including significant mental health and emotional needs, and academic needs, including dyslexia. We are trying to provide more support for teachers in helping these students.

School Culture and Climate Needs

Teachers need time to learn new resources, prepare and plan for students' instruction as well as time to implement the intervention.

We need additional certified staff to aid with students in our special populations. We plan to hire tutors as well.

We need to continue to try and provide support for our inclusion and basic students to minimize student transitions and provide support in the general education classroom.

Provide team oriented activities to bring 4th and 3rd grade teachers together.

We need more teachers in 3rd and 4th grade earn Teacher Incentive Allotment.

We need to continue to hire substitutes to fill teacher absences so we do not have to pull out our inclusion paraprofessional staff.

School Culture and Climate Summary

Overall, the staff is working hard to make the school and learning environment inviting and welcoming for our students. Students seem to respond well to the staff, instruction, and overall happiness at school is evident. We still have a lot of work to do to prepare our students for the high academic expectations we have, while still guarding their youth and well-being. It's a difficult balance especially with the pressure of feeling behind. Understanding, collaboration, and open dialogue have been the most effective strategies for dealing with the areas of need and weakness. We hope our new initiatives for math and reading will help our students succeed on the STAAR Reading and Math tests and

School Culture and Climate Summary (Continued)

allow our teachers to earn Teacher Incentive Allotment.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Campus leadership data
Dyslexia Data
Highly Qualified Staff
Professional learning communities (PLC) data
Special Student Populations
Staff surveys and/or other feedback
Teacher/Student Ratio

Staff Quality, Recruitment and Retention Strengths

All teaching staff at the Elementary campus are highly qualified. We provide mentors to all new staff and a specific paid mentor to teachers brand new to the teaching field. Our teams are large, however they work collaboratively in Professional Learning Communities each week to ensure our students are successful and to provide support to one another.

Staff Quality, Recruitment and Retention Weaknesses

We have more and more new staff each year.
This transition takes time to learn all the new components of a campus.
We need time to allow new teachers to observe master teachers.

Staff Quality, Recruitment and Retention Needs

We need time for teachers to collaborate and for new teachers to observe and work with more experienced teachers.

We need to develop ways for all teachers to be able to earn Teacher Incentive Allotments.

Staff Quality, Recruitment and Retention Summary

We are not fully staffed. We are waiting to finalize hiring for an Applied teacher and a Social Intervention Paraprofessional. Our staff work collaboratively on a daily basis to ensure our students well-being and academic success.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Performance Objectives Summative Review
Disaggregated STAAR Data
District Goals
Effective Schools Framework data
Processes and procedures for teaching and learning
Professional learning communities (PLC) data
Results Driven Accountability (RDA)
STAAR current and longitudinal results

Curriculum, Instruction and Assessment Strengths

Teachers wrote curriculum in the summer. In addition, the documents created were housed in a shared Google Drive so all teachers could access it. Specifically, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments, The team will continue to fine-tune the instructional focus documents as the year progresses and updates are needed.

The master schedule was revised to reflect 125 minutes of dedicated time for ELAR/Social Studies and 125 minutes of Math and Science.

The Principal, Curriculum Supervisor and the Math Specialist will review curriculum documents to ensure all TEKS are covered and ensure teachers have all available resources to deliver instruction.

Curriculum, Instruction and Assessment Strengths (Continued)

Curriculum Resources and Textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website.
Fundations is a top priority for K-3 RLA this school year. It is our new, SBOE-approved phonics program, replacing Really Great Reading and Handwriting Without Tears.

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

This year we have added additional resources to help guide instruction and intervention which includes Fundations for phonics and IXL for Mathematics and Reading. Teachers have access to technology resources such as Lumio, Curipod and Go Guardian.

The math specialist and the curriculum supervisor will provide continuous coaching support for 3rd and 4th grade teachers.

Curriculum, Instruction and Assessment Weaknesses

Teachers are learning several new programs that serve as resources and/or components of their curriculum.

Curriculum, Instruction and Assessment Needs

Teachers need time to plan and evaluate assessments and instruction, including implementation of new resources.

Curriculum, Instruction and Assessment Summary

Teachers need time and practice with the new resources which includes a new phonics program and math initiatives to bring up campus level math scores on the STAAR Math test for 3rd and 4th grade students.

Math mini assessments are being utilized by some of our math teachers and are used to drive spiraling skills and remediation in small group and WIN time.

Family and Community Involvement

Family and Community Involvement Data Sources

Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Parents have many avenues to communicate and be a part of the activities that best support their children.
They receive a monthly newsletter from the principal and regular communication from their child's teacher/s.
We post daily on our social media platform to highlight students and staff achievements.
Messages from the principal are sent out as needed for special events and important parent communication.
We host a fall and spring open house.
Parents are invited to attend the Thanksgiving feast in November and several student performances throughout the year.
Parents are invited to eat with their child during their birthday month.
Watch D.O.G.S. (Dads of Great Students) volunteers continues to bring in dad volunteers to assist with lunch, library and hallway monitoring at the elementary campus.

Family and Community Involvement Weaknesses

Due to increased health and safety protocols, visitors are not allowed on campus as much as in the past. However we have added some opportunities for parents to come on campus more during the school day including Birthday Lunches and Perfect Attendance Lunches. We are working on more opportunities for parents to come on campus to volunteer; currently we have our Watch DOGs program which is open to those with cleared background checks and completed orientation of the program.

Family and Community Involvement Needs

We need to create more events and opportunities for parents to be involved at school.
We are working on a volunteer "Fast Pass" for parents to expedite the ability to attend events at the school.

Family and Community Involvement Summary

The Flour Bluff Elementary team works diligently with our parents and community. We understand and value the importance of working together in the best interest of our students.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Campus leadership data
Current and/or prior year(s) campus/district plans

School Context and Organization Strengths

Students have a full day of social, emotional, and academic growth and learning, including a 20 minute unstructured recess, 45 minutes of daily structured PE, electives (which includes library instruction, classroom guidance, WIN time, and music), and classroom meeting time.
We have 2 counselors on staff for 3rd and 4th grade school guidance.

We have a dedicated Military Counselor to work with our military connected students.

School Context and Organization Weaknesses

We want to minimize the number of transitions the special education students and inclusion paraprofessionals have daily.

School Context and Organization Needs

We would like to request an additional basic teacher to provide a co-teach model for Basic English Language Arts instruction for the second semester.

School Context and Organization Summary

Daily Student Experience Includes:

125 minutes English Language Art/Social Studies
125 minutes Math/Science
20-minute unstructured recess for free play and social interaction.
45 minutes of structured Physical Education (PE) to promote physical health and teamwork.

Electives rotation, which includes 35 minutes of instruction one time each week in the following areas:

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

Library instruction
Classroom guidance
WIN time (What I Need – often used for targeted academic support)
Music
Classroom meeting daily for 15 minutes for community building and social-emotional learning.

Counseling Support:
2 school counselors dedicated to 3rd and 4th grade guidance (part of weekly rotation).
1 Military Counselor specifically supporting military-connected students.

Technology

Technology Data Sources

Current and/or prior year(s) campus/district plans
Department/faculty meeting discussion/data
Professional development needs assessment data

Technology Strengths

Most all instructional classrooms have interactive displays in the classrooms.
Most classrooms have several Chromebooks for students to use.
All teachers use technology daily.
Teachers currently use Curipod and Lumio to deliver lessons in core content areas.

Technology Weaknesses

Upgrading technology is a challenge due to budget constraints.
Replacing broken equipment is expensive and requires constant supervision by campus technician.

Comprehensive Needs Assessment

Technology Needs

We would like to get more iPads for the classrooms and keep our outdated technology up to date by purchasing newer equipment when necessary.

Utilize the campus and district technology committee to create a plan of action to replace out dated technology and replace broken devices.

Staff has requested technology training where they are able to have hands on experiences with successful products that support their teaching and planning.

Technology Summary

Our campus is adequately equipped with technology and resources. We need more training and practice with the equipment and resources. We also need to keep up with a replacement schedule for technology.

FLOUR BLUFF ELEMENTARY

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

Objective 1. (Objective 1) 1.1 Safety and Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1A - Monitor and systematically assess the implementation of security processes and policies. (Target Group: All,AtRisk) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	2025-2026	(F)Title IV Safe and Drug Free	Criteria: 1.1.1A - Pass annual intruder detection audits.
2. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Attendance Clerks, Content Area Teachers, Curriculum Supervisor(s), Principal, Truancy Officer	2025-2026	(F)Title IV Safe and Drug Free - $3,000	Criteria: 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. Goals 1.1B -1.1B - Attendance goal for the year is 96.5%. 1.1B -1.1B - Reduce the number of students in ISS and OSS by 25% 1.1B -1.1B - Reduce the number of failing students at the semester and end of year. 1.1B -100% of students get weekly Character Education lessons from the counselors. 1.1B - Implement Positive Behavior Initiative Supports strategies (Follow Directions, Be Polite, Be Safe, Be Prepared) schoolwide, connecting to Class Pride and Heart.

FLOUR BLUFF ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.2A - Monitor alignment between written, taught, and assessed curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s)	2025-2026	(L)199-Local Funds - $30,000	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn an "A" Rating. The percentage of 3rd-grade students at meets grade level on STAAR RLA will increase from 48% to 58% and STAAR Math will increase from 45% to 55%. The percentage of 4th-grade students at meets grade level on STAAR RLA will increase from 58% to 68% and STAAR Math will increase from 47% to 57%.
2. 1.2B - Monitor and assess the campus' Professional Development program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,3,3.1,3.3,4,4.1,5,5.1)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	2025-2026	(L)199-Local Funds - $20,000	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn a "B" Rating.

FLOUR BLUFF ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				The percentage of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 51% and STAAR Math will increase from 42% to 45%. The percentage of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 56% and STAAR Math will increase from 41% to 45%.
3. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	2025-2026	(L)199-Local Funds	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn an "A" Rating. The percentage of 3rd-grade students at meets grade level on STAAR RLA will increase from 48% to 58% and STAAR Math will increase from 45% to 55%. The percentage of 4th-grade students at meets grade level on STAAR RLA will increase from 58% to 68% and STAAR Math will increase from 47% to 57%.

FLOUR BLUFF ELEMENTARY

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Utilize the math specialist to provide coaching and feedback to 3rd and 4th-grade math teachers. (Title I SW Elements: 1.1) (Target Group: All,3rd,4th) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,5.3)	Content Area Teachers, Curriculum Supervisor(s), Principal	2025-2026	(L)Local Funds	Criteria: Local Assessment data BOY, six weeks from DMAC. Walkthrough Data PLC data discussion agenda

FLOUR BLUFF ELEMENTARY

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

Objective 3. (Objective 3) 1.3 Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to support the High School in the following: 1.3A - Increase and sustain TSI testing opportunities and passing rate 1.3B - Increase and sustain enrollment in College Prep Courses. 1.3C - Increase and sustain enrollment in Dual Credit Courses. The Elementary will complete the following strategies: Guest Speakers during the year, Career Days, Highlight Watch Dog Professions, Wednesday College and Career Highlights, Team Building through Positivity Project Lesson (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2025-2026	(O)950-Principal Discretion - $1,000	Criteria: Calendar of Events for all activities

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.4A - Raise awareness of available extra/co-curricular activities/clubs. These will include: UIL Events (Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art); Technology Club, STEM Club, Math Club, Oceans Club, Bird/Nature Club, Jazzy Bees, Running Club, X-STREAM Night, Performing Arts Club, Eco Team, and Recorder Club. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)	2025-2026	(O)950-Principal Discretion - $500	Criteria: "Agenda School Expectations Event Calendar Placing at Events" Increase the number of students who are involved in clubs and competitions

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

Objective 1. (Objective 1) 2.1 Intentional Compensation2.1 Faculty & Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies 2.1A - Strategic Staffing based on course counts and essential needs. 2.1B - Strategic extracurricular staffing based on student needs and interests. 2.1C - Competitive compensation for all categories of employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal	2025-2026	(L)Local Funds	Criteria: Campus Evaluation Decrease annual staff turnover rate.

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 2.2 Faculty & Staff Satisfaction 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. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,5,5.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2025-2026	(F)211-Title 1 - $5,000	Criteria: 2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) Increase in the number of teachers requesting coaching/modeling lessons by the Math Specialist and the Curriculum Supervisor.
2. 2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal	2025-2026	(L)Local Funds	Criteria: 2.2B - Bi-Annual TTESS Calibrations (Google Forms) Campus Administrator walkthrough data and evaluation data.
3. 2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,4,4.1,5,5.1,5.2)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2025-2026	(L)199-Local Funds, (S)SCE	Criteria: 2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings. Weekly PLC meeting discussions and data disaggregation.

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

Objective 3. (Objective 3) 2.3 Professional Development Plans are Developed and Required for all Categories of Employees2.3 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.3A - Implement and sustain Wellness Event Activities and Promotions systematically. The PTO purchased four portable Pickle Ball courts for elementary staff to use for wellness and team-building activities. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	2025-2026	(O)950-Principal Discretion	Criteria: - Support the district's long-term goal of maintaining 100% of district and campus educators, as well as paraprofessionals, as Highly Qualified through 2026. - Increase the number of teachers eligible for the local Teacher Incentive Allotment policy by 20% by 2026. - Promote participation among staff in wellness events held on campus and at district-wide events.
2. 2.3B - Implement and Systematically Sustain Staff Recognitions. Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Hive Heroes, Daily Positive Quote message to Staff, and SMORE Newsletter. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Principal	2025-2026	(O)950-Principal Discretion - $500	Criteria: 2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events, Retention of staff, district staff survey, and monthly Hive Vibe survey.
3. Support District Strategies 2.3C - Implement and Systematically Sustain Staff Feedback Protocols 2.3D - Sustain and Enhance School Emergency Operations & Procedures (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2025-2026	(F)Title IV Safe and Drug Free, (O)950-Principal Discretion	Criteria: 2.3C&D - Listen, Learn, and Adjust from Staff Feedback Campus Monthly Staff Meetings Campus SBDM Meetings Monthly Vibe Weekly PLC Meetings

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 1. (Objective 1) 3.1 Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1A - Systematically monitor and sustain family engagement activities. Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)	Principal	2025-2026	(F)211-Title 1 - $1,000	Criteria: 3.1A - Calendar monitoring of campus engagement events. Annual Goals 100% of events on the campus events calendar occurred. Parent Survey Questions Volunteer Total Year to Year
2. 3.1B - Monthly Family Engagement Opportunities. Veteran's Day program, Xtreme Night, Watch DOGS Pizza Party night, Open House, Christmas Program, Science Fair Awards night. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal(s)	2025-2026	(F)211-Title 1 - $1,000	Criteria: 3.1B - Family Participation Monitoring (Sign-In Sheets)
3. 3.1C - Continuous improvement for Volunteer opportunities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal	2025-2026	(O)950-Principal Discretion	Criteria: 3.1C - Volunteer Participation Monitoring

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 2. (Objective 2) 3.2 Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies below with Watch Dogs Program, Host Mentors, HEB Share your Christmas 3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Content Area Teachers, Counselor(s), Principal	2025-2026	(O)950-Principal Discretion - $500	Criteria: 3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) Visitor Login, Donations Made Support the District's Long-Term Goal of Increasing the number of non-parent community engagement opportunities (social media platforms, newsletters, committee membership, and volunteering) by 30% by 2026.

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 3. (Objective 3) 3.3 Increase Local, State, Federal, & Governmental Relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will support district strategies: 3.3A - Increase Communication with Local, State, Federal, and Government Agencies 3.3B - Increase Participation with Local, State, Federal, and Government Agencies (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2025-2026	(L)199-Local Funds, (O)950-Principal Discretion	Criteria: 3.3A - Governmental Agency Monitoring Calendar (Monthly)

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), ELA Curriculum Supervisor	2025-2026		Criteria: District 4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 2. (Objective 2) 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.2A - Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Securing Buildings/Facilities (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2025-2028		Criteria: District and Campus Assessments/Reports: 4.2 - District/Campus Facility Assessments 4.2 - District Demographic Report 4.2 - District Financial Advisor Report

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 3. (Objective 3) 4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.3A - Expenditure Projection Plan 4.3B - Maximizing Existing Funding/Grant Opportunities 4.3C - Energy Management 4.3D - Effectively utilize the Work Order System (FMX) (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2025-2026	(L)Local Funds	Criteria: Campus Input/Participation in the following District Evaluation Methods: 4.3A - District Alignment of Expenditures and Revenues 4.3B - District and Campus Increase funding and grant opportunities 4.3C - District Establish energy management program through Long Range Planning Committee.

Resources

Resource	Source
211-Title 1	Federal
255-Title II	Federal
Title III Bilingual / ESL	Federal
Title IV	Federal
199-GT	Local
199-Local Funds	Local
950-Principal Discretion	Other
State Comp. Ed.	State

Flour Bluff Elementary
Date: 9/15/25
Location: Elementary Campus
Welcome and Introductions:

SBDM Committee:
Business Representatives: Marisol Rosales (Chick-fil-A) Community
Representatives: Joe Holder
Parent Representatives: Mrs. Gillenwater and Aaron Parker
District Representative: Nikki White
Non-teaching-Certified Representative: Mrs. Hoover
Paraprofessional Representative: Mrs. Green
Teacher Representatives:
Mrs. Baasel
Mrs. Beckwith
Mrs. M.Flores
Ms. Sanchez
Mr. Soliz
Mrs. Kaspar
Ms. Caraway
Mrs. Choate
Mrs. Revette
Mrs. Wendt
Mrs. Millage
Ms. Rowe
Mrs. Ames

Review: Campus Needs Assessment and Campus Improvement Plan
Discussion and Meeting Minutes:

Next Meeting: January 12, 2026

SBDM September 15, 2025

Welcome & Introductions

Attendees: Cindy Holder, Nicole White, Marisa Flores, Lisl Ames, Judith Millage, Marisol Rozales, Gabby Caraway, Hannah Choate, Juan Soliz, Marion Revette, Nadine Lynch, Donna Kesselring, Viviana Wendt, Jayme Green

Next Meeting Date: January 12th

Meeting Purpose: The Purpose was read aloud and shared with the team. The last meeting of the year will be an open forum and will be in person. All other meetings will be available on Teams.

- Mrs. Holder shared our school improvement plan with the committee, reminding all members that it is a live, working document.
    - Reviewed the mission and vision statement for our campus.
- Our main focus this year will be on our math and reading initiatives.

Student Populations: We do have a large population of Special Education students and have requested additional support from the district to support them. This includes working to reduce the number of transitions required by each student when traveling to and from Basic classes.

- Our attendance has been excellent! We are at 97.18 and continue to go up.
- We have 54 military-connected students and look forward to maintaining our Purple Star
- 746 students enrolled (377 3rd graders and 369 4th graders)
- 55 transfer students from outside our immediate community
- 56% of students are on free or reduced lunch

Accountability: We believe that good teaching and strong student engagement will bring our students up to where they need to be.

3rd Grade

- 75% of our 3rd-grade students approached grade level on STAAR. Our goal this year is to raise our Approaches and Meets percentages by 10%. We want to be an A district and an A campus.
- Increasing the number of TIA teachers
- Fundations, our new phonics program, has been implemented in third-grade classrooms. The program aligns reading and writing and is consistent across K-3 (including Dyslexia)
- We have worked hard to create a new pacing guide for math this year, have hired a Math Instructional Specialist, and are working hard to ensure all lessons are aligned with the TEKS
    - 73% approaches, 45% meets
    - Goal: Improve by 10%
- We use IXL, which includes a diagnostic as well as a prescriptive action plan for individualized intervention.

4th Grade

- Reading 87% approach, 58% meets
- Math 69% approaches, 47% meet
- Goal: Improve by 10% on both

Areas of Improvement:

- Continue overall growth in all content areas and grade levels.
- Retain teachers by creating a positive campus culture
- PLCs meet during the week, without interrupting their conference time.
- Social Studies was moved over to the reading department, allowing math teachers more time to cover their material within their 125-minute block
- Continue WIN time

Questions & Next Steps:

- Members were interested in learning more about the surrounding schools that earned the A distinction
- Jayme Green will no longer be a committee member. She will be replaced by Tiffany Spencer.