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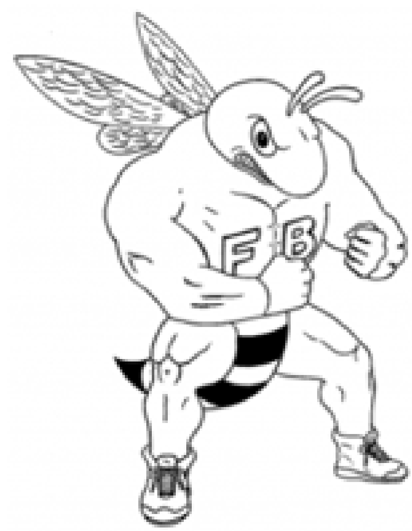
Flour Bluff High School Campus Improvement Plan 2025/2026

YOU MATTER!



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Mission

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Vision

Our vision is to make Flour Bluff ISD the premier district in Texas.

Goals of Flour Bluff Independent School District:

1.Students: Well-being and Academic Success.

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

3. Community Satisfaction and Engagement

4. Financial Stewardship

FBHS SBDM Committee

Name	Position
Blair, Tamara	Dean of Instruction
Hinojosa, Keli	Teacher
Vela, Frances	Paraprofessional
Muil, Erin	Teacher
Molina, Tomas	District Representative
The Ice Cream Bar, Tiffany Wood	Business Representative
Stokes, Shannon	Parent
Seeds, Amy	Campus Administrator
Chavez-Cintron, Rachell	Parent
Salinas, Mario	Technology Representative
Coastal Blends, Emily Hawkins	Business Representative
McCabe, Amy	Community Member
Benavides, Roxane	Community Member
Harris, Caleb	Teacher
Neill, Janet	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Demographics Weaknesses

Flour Bluff High School is an older facility that requires significant repairs and updates to remain compliant with current safety and security standards, and to adequately support our growing student population.
In terms of our Accountability Rating, we are currently scoring low in both College, Career, and Military Readiness (CCMR) and Graduation Rate. These areas will need focused attention and improvement moving forward.

Demographics Needs

Flour Bluff High School must continue supporting the growing diversity of our student population to ensure success for all students. We aim to expand access to facilities and student certifications within our CTE programs to better meet the needs of our community.
Additionally, we are committed to ensuring that all students are college, career, and military ready upon graduation. We also recognize the importance of improving our processes related to dropout prevention in order to raise our overall graduation rate.

Demographics Summary

Flour Bluff High School currently serves 1920 students, including residents of Flour Bluff, Padre Island, the Naval Air Station. We also have foreign exchange students and transfer students enrolled every year. Those numbers vary from year to year.

Our class total enrollment include:

Freshmen -530
Sophomore -475
Juniors - 450

Demographics Summary (Continued)

Seniors - 465

Student Achievement

Student Achievement Strengths

Advanced Placement (AP) Exam Averages:

Calculus BC: 3.35
Calculus AB Subscore: 4.06
Chemistry: 3.00
Computer Science: 4.33
Drawing: 3.60
2-D Art: 5.00
Environmental Science: 3.67

2025 End-of-Course (EOC) Exam Performance:

Biology: 95%
U.S. History: 98%
English I: 82%
English II: 88%
Algebra I: 85%

Student Achievement Weaknesses

CCMR Percentage and Graduation Rate – Ongoing Improvement

Historically, College, Career, and Military Readiness (CCMR) and Graduation Rate have been areas of concern at the high school. However, recent data shows a clear upward trend, reflecting the impact of targeted interventions and continuous improvement efforts.

Year CCMR (%) Graduation Rate (%)

Student Achievement Weaknesses (Continued)

2025 75+ (estimated) 88.5%
2024 68.0% 87.5%
2023 53.4% 83.4%
2022 56.7% 82.1%
2021 66.2% 85.6%

Key Highlights:
CCMR has increased by over 20 percentage points since 2023.
Graduation Rate has steadily improved, reaching an estimated 88.5% in 2025.
These gains reflect a strong commitment to student success and readiness for post-secondary pathways.

Student Achievement Needs

EOC Performance Goals:
Continue increasing the percentage of students achieving Meets and Masters levels across all End-of-Course (EOC) subjects to demonstrate academic growth.
Provide targeted teacher training on analyzing student growth data.
Improve EOC scores for the 2025–2026 school year by implementing:
Data-driven instruction
Expanded intervention opportunities
Focused bootcamps
Integration of STAAR-level rigor into local assessments
Strategic student scheduling with master teachers

Advanced Placement (AP) Goals:
Increase AP exam performance by:
Sending staff to AP training and professional development workshops

CCMR Goals:
Improve College, Career, and Military Readiness (CCMR) by:
Tracking individual students to ensure CCMR criteria are met prior to graduation

Dropout Prevention:

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Establish and refine processes to ensure students are not mistakenly counted as dropouts

Student Achievement Summary

Flour Bluff High School Highlights:
Top Performance Within Comparison Group (41 Schools):
Algebra: Top 5% in the Masters category
Biology: Top 5% in the Meets category
English I: Top 10% in both Approaches and Meets categories
English II: #1 in the Masters category — Best performance among all 41 schools
U.S. History: Top 5% in the Approaches category

Distinctions Earned:
4 Academic Distinctions, recognizing excellence in key performance areas:
Academic Achievement in Reading/Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Comparative Academic Growth

College, Career, and Military Readiness (CCMR) Growth:
Significant year-over-year improvement in CCMR rates:
Class of 2023: 56%
Class of 2024: 68%
Class of 2025: 80% (reflected in 2026 Accountability)

Flour Bluff High School Areas of Improvement:

Areas for Continued Improvement
Graduation Rate: Currently at 88.5% — continue efforts to reach and exceed the 96% benchmark
CCMR Target: Aim to increase CCMR to 88% to align with long-term goals

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

English I Performance: Scores declined by several percentage points- targeted instructional support and intervention needed
Biology & U.S. History (Masters Category): Declines in performance- focus on enrichment strategies and mastery-level instruction

School Culture and Climate

School Culture and Climate Strengths

Flour Bluff High School – Commitment to Student Success

Flour Bluff High School staff is deeply committed to the success and well-being of every student. Our campus teams dedicate time and effort to fostering academic growth and personal development for all learners.

Professional Culture & Collaboration
Staff members actively engage in a Professional Learning Community (PLC) environment focused on planning, collaboration, and continuous improvement. Teams consistently seek opportunities for professional growth to better support students.

Student & Community Support
Students and families have access to vital resources, including:
The “Report Bullying” feature on the district website
Safety and security personnel
Observant staff, conscientious students, and engaged parents

Academic Opportunities
Students are offered a variety of advanced academic programs:
Advanced Placement (AP)
OnRamps
Dual Credit courses
All students participate in an Advisory class where they:
Work on strategies across core content areas
Have grades monitored by advisory teachers
Attend tutorials as needed

Career Readiness

School Culture and Climate Strengths (Continued)

Students have the opportunity to earn industry certifications through designated programs of study.
Seniors who have not met CCMR criteria are provided with a College Prep class to support readiness before graduation.
Individual tracking ensures each student meets CCMR benchmarks.

Leadership & Data-Driven Decision Making
The FBHS Leadership Team, composed of department chairs and staff, meets monthly to review:
Academic and behavioral data
Discipline trends
Campus needs assessments

Dropout Prevention
Proactive systems are in place to ensure students are not mistakenly counted as dropouts, supporting accurate reporting and student retention.

School Culture and Climate Weaknesses

CCMR Percentage and Graduation Rate – Ongoing Improvement
Historically, College, Career, and Military Readiness (CCMR) and Graduation Rate have been areas of concern at the high school. However, recent data shows a clear upward trend, reflecting the impact of targeted interventions and continuous improvement efforts.

School Culture and Climate Needs

The campus needs to implement measures to ensure all seniors meet CCMR by tracking them throughout their high school career.

The campus needs to track leaver codes throughout the year to ensure we are coding students correctly when they withdraw.

School Culture and Climate Summary

We are working through departmental and subject area professional learning communities (PLCs) to strengthen instruction. PLCs are working together to plan instruction and academic intervention strategies. PLC teams meet each Wednesday morning to review data and plan instruction. The High School has recently hired a College and Career Counselor to help students explore post secondary opportunities and has created a College and Career center for

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

students to utilize.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Flour Bluff High School staff regularly participate in professional development to address specific needs as they arise. Through Professional Learning Communities (PLCs), teachers engage in discussions focused on instructional rigor and alignment with the Texas Essential Knowledge and Skills (TEKS) during curriculum planning.

Teacher retention has improved compared to previous years. Those who have left did so primarily due to retirement or relocation out of state.

Staff Quality, Recruitment and Retention Weaknesses

Flour Bluff High School continues to compete for qualified staff amid an ongoing teacher shortage. To support recruitment and retention efforts, the school offers various stipends and includes eligible teachers in the Teacher Incentive Allotment program.

Staff Quality, Recruitment and Retention Needs

Flour Bluff High School must develop creative strategies to attract and retain staff, while also providing updated facilities that meet the needs of both staff and departments. Fortunately, the district recently passed a bond that will support improvements to our current facilities.

Staff Quality, Recruitment and Retention Summary

Flour Bluff High School actively recruits teachers and staff to ensure the best candidates are selected for each position—aligned with our campus vision, mission, and goals. In addition to a strong educational background, candidates are evaluated based on their innovation and attitude toward education. Each teacher candidate participates in a panel interview as part of the selection process.

Staff Quality, Recruitment and Retention Summary (Continued)

New teachers joining the district are supported through mentoring initiatives and ongoing professional development to foster growth and success.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Flour Bluff High School provides high-quality curriculum and instruction through a variety of supports and systems, including:

Use of Common Assessment Data to guide instruction
All curriculum documents housed in the campus' shared curriculum drive for easy access and collaboration
Aligned assessments developed and managed in DMAC
Support from teacher mentors
Professional development focused on instructional strategies, data analysis, and continuous improvement
EOC and activity advisories to assist student performance
Mandatory advisory period for every student
A strong partnership with Del Mar College
Increased offerings in College and Career courses
Individual graduation planning with counselors
SDGC teachers aligned with high school teachers for instructional consistency
Access to the Hornet Learning Academy
An updated Program of Studies
Dedicated College and Career Counselor
Plans to establish a College and Career Center to further support post-secondary readiness

Curriculum, Instruction and Assessment Weaknesses

Identified Areas for Improvement:
Student Retention in Programs of Study: Flour Bluff High School needs to strengthen efforts to keep students engaged and enrolled in their chosen Programs of Study throughout their high school career.
Tracking CCMR Data: There is a need for more effective systems and processes to accurately track College, Career, and Military Readiness (CCMR) metrics to improve accountability and support student success.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Continued Curriculum Development: There is a need to continue implementing curriculum writing days throughout the school year, allowing teachers to analyze student data and develop content-specific strategies to better engage learners.

CCMR Completion Support: Continue to identify and support students who have not yet met College, Career, and Military Readiness (CCMR) criteria prior to graduation.

Increased Enrollment in College Prep Courses: The campus needs to increase student participation in College Prep courses to ensure readiness for post-secondary education.

Centralized Curriculum Access: All curriculum documents should continue to be housed in the campus' shared curriculum drive to promote consistency and collaboration among staff.
Professional Development: Ongoing professional development is needed for teachers, with a focus on instructional strategies, data analysis, and student engagement.
College and Career Center: There is a need to establish a dedicated College and Career Center to provide students with resources, advising, and support for post-secondary planning.

Curriculum, Instruction and Assessment Summary

Flour Bluff High School is committed to delivering high-quality instruction through teacher-developed curriculum aligned with TEKS, supported by Professional Learning Communities (PLCs) and housed in the campus' shared curriculum drive. Advanced Placement, Dual Credit, and OnRamps courses follow approved curricula from the College Board and partnering institutions.

To support college and career readiness, students participate in a variety of assessments including PSAT, SAT, ACT, ASVAB, AP, TSI, and STAAR EOC. Administrators are assigned to specific content areas to provide targeted instructional leadership.

The campus is implementing the Pathways program to improve tracking of College, Career, and Military Readiness (CCMR) criteria. Students who have not met CCMR standards are placed in College Prep courses to help close gaps. Teachers receive student growth reports throughout the year to guide instruction.

Counselors utilize Xello, a platform that creates individualized graduation plans based on student interests. Plans are also underway to establish a College and Career Center to further support post-secondary planning and readiness.

Family and Community Involvement

Family and Community Involvement Strengths

Family and Community Involvement Strengths (Continued)

Flour Bluff High School values strong partnerships with families and the community, recognizing their vital role in student success. The campus offers multiple avenues for communication and involvement, fostering a welcoming and inclusive environment.

Strengths include:
Active participation through the FBHS Community Booster and various Activity Booster Clubs
Family-centered events such as Open House, Check-Out the Campus, Hornet Highlights, and Fish Fest
Accessible communication tools including Campus Web Site, Skyward Parent Access, and Campus Newsletters
Opportunities for input and collaboration through the Site-Based Decision Making (SBDM) Committee and Parent Volunteer Programs
Informational Parent Meetings focused on Dual Credit, Advanced Placement (AP), and OnRamps courses
Engagement through Concerts, Performances, Games, Community Events, Banquets, and Award Ceremonies
Ongoing efforts to build partnerships with local businesses within the Flour Bluff community

Family and Community Involvement Weaknesses

Flour Bluff High School recognizes the need to increase the number of family and community members actively involved in school activities and decision-making processes. CTE teachers have begun reaching out to local organizations to build stronger partnerships within the community. Continued development of these relationships is essential to enhance real-world learning opportunities and support student success.

Family and Community Involvement Needs

Increase parent and community involvement in academic and extracurricular activities to foster a supportive and collaborative school environment. Expand opportunities for parent and community engagement by actively promoting academic and extracurricular events through multiple communication channels and outreach efforts.

Family and Community Involvement Summary

Flour Bluff High School actively fosters parent and community involvement through a variety of events, resources, and outreach efforts. The campus hosts open houses, fairs, parent conferences, training sessions, presentations, and other special events throughout the year to encourage families to engage in their student’s education. In addition, the school provides accessible resources on its website, including the Counselor Corner, student handbooks,

Family and Community Involvement Summary (Continued)

academic planning guides, and short videos highlighting student clubs and organizations.

Teachers and staff members also play a vital role in strengthening community ties by reaching out to local organizations, businesses, and stakeholders to build meaningful partnerships that support student success. These collaborations aim to enhance educational experiences, provide real-world learning opportunities, and increase community presence on campus.

To support ongoing communication, parents have multiple avenues to stay informed and connected with school staff and their child's academic progress. These include Skyward Family Access, School Messenger, email, phone calls, progress reports, report cards, newsletters, the district website, and social media platforms.

School Context and Organization

School Context and Organization Strengths

Flour Bluff High School is a campus that attracts students and families to the district due to its wide range of services, competitive academic and extracurricular programs, and a culture of high expectations that drives student achievement. The school operates on an eight-period schedule, which includes an advisory period on Mondays, Tuesdays, Thursdays, and Fridays to support student development and academic planning.

The campus offers a robust selection of Career and Technical Education (CTE) courses, as well as numerous opportunities for college readiness through Dual Credit, OnRamps, and Advanced Placement (AP) courses. In addition, students have access to high-level advanced academic courses that challenge and prepare them for post-secondary success.

Flour Bluff High School also provides a diverse array of athletic and fine arts programs, encouraging students to explore their interests and talents beyond the classroom. To support instructional effectiveness and student outcomes, teachers participate in Professional Learning Communities (PLCs) every Wednesday morning, collaborating to address academic and behavioral needs and share best practices.

School Context and Organization Weaknesses

Flour Bluff High School currently serves 1,920 students for the 2025–2026 school year. Due to continued growth and increased demand for diverse academic and extracurricular programs, the campus has outgrown its existing facilities. In order to remain competitive and continue meeting the evolving needs of our students, we are seeking opportunities to expand our capacity and resources.

School Context and Organization Weaknesses (Continued)

Currently, every available classroom on campus is in use, with some teachers sharing classrooms. Some students are attending classes at the Del Mar College Oso campus to open up lab space on the high school campus.

School Context and Organization Needs

Due to increased student interest in Career and Technical Education (CTE) programs, Flour Bluff High School may require additional classrooms and teaching staff to support the expansion of new CTE courses. The current demand has led to the relocation of some classrooms across the street to accommodate space limitations.

To attract and retain qualified educators (particularly in hard-to-fill positions) the campus also recognizes the need for competitive stipends. These incentives are essential to maintaining high-quality instruction and ensuring program sustainability.

School Context and Organization Summary

Flour Bluff High School currently serves 1,920 students for the 2025–2026 school year. The campus continues to attract families to the district due to its wide range of services, competitive academic and extracurricular programs, and a strong culture of high expectations that drives student success.

The school operates on an eight-period schedule, including an advisory period four days a week to support academic planning and student well-being. Students have access to a broad selection of Career and Technical Education (CTE) courses, as well as rigorous college-preparatory options such as Dual Credit, OnRamps, Advanced Placement (AP), and other advanced academic courses. A wide variety of athletic and fine arts programs further enrich the student experience.

Due to continued enrollment growth and increased demand for diverse programming, the campus has outgrown its current facilities. Every available classroom is in use, with some teachers sharing instructional spaces. . As the campus looks to the future, expanding facilities and resources will be essential to meeting the evolving needs of its students.

Teachers collaborate weekly in Professional Learning Communities (PLCs) to address academic and behavioral needs, ensuring that instruction remains responsive and data-driven.

Technology

Technology Strengths

Comprehensive Needs Assessment

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

All classrooms are equipped with display televisions to support visual instruction.
Document cameras are widely used to enhance lesson delivery and student engagement.

Teachers use iPads to mirror content to TV displays for interactive learning.
Google Classroom and Google Suite are actively used for instruction and collaboration.
Wide range of online resources.
Display televisions in hallways and cafeteria support campus-wide communication
Live Announcements.
Inspire calculators are available to support math instruction
Computer labs offer additional access to technology for research and projects.
Multiple digital platforms and resources are integrated into daily instruction.
Two campus technicians provide immediate support through an IT work order system.
Instructional Technologist Liaison
District Instructional Technologist

Technology Weaknesses

Staff continue to need support and professional development on effectively integrating technology to meet the diverse academic needs of their students.
Ensuring successful student outcomes requires ongoing training and coaching in the use of digital tools and platforms.
While the campus is well-equipped with technology, maximizing its instructional impact remains a key area for growth

Technology Needs

Continue upgrading computer lab equipment, Chromebooks, and teacher devices to maintain modern instructional tools.
Order additional Chromebooks to achieve and sustain a 1:1 student-to-device ratio in every classroom, every period.
Improve campus bandwidth and internet speed to ensure reliable connectivity for students and staff.
Provide ongoing professional development for teachers on integrating educational technology tools and platforms effectively.
Add more devices to Career and Technical Education classrooms to increase student enrollment in CTE courses.

Technology Summary

Flour Bluff High School has made strides in technology integration, with strong infrastructure including display TVs, Chromebook carts, document cameras, and digital platforms like Google Suite. The campus also benefits from reliable tech support and live communication tools. However, staff continue to need support in effectively using these tools to meet diverse student needs. Key areas for improvement include upgrading computer labs and teacher devices, increasing bandwidth for consistent internet access, expanding professional development, and adding more devices to CTE classrooms to boost enrollment in these courses.

Other

Other Summary

FBHS Top Priorities

1. Enhance campus culture by supporting the social and emotional well-being of all students and staff.

2. Implement consistent, data-driven instruction across classrooms, with regular data analysis in PLCs to improve student achievement.

3. Maintain a safe and secure environment for all students and staff.

4. Increase the number of students meeting CCMR criteria to support college, career, and military readiness.

5. Improve attendance and graduation rates through clear communication, incentive programs, and effective attendance tracking.

Comprehensive Needs Assessment Data Sources

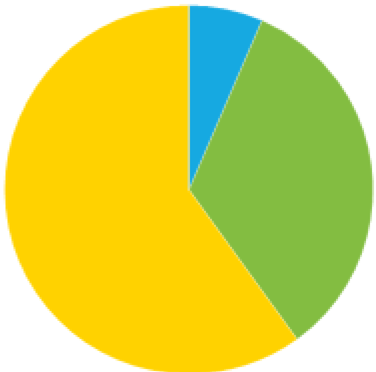
Accountability Distinction Designations
Action research results
Annual dropout rate data
AP and/or IB assessment data
Attendance data
Budgets/entitlements and expenditures data
Campus leadership data
Campus Performance Objectives Summative Review
Closing the Gaps Domain
College, career or military-ready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

Comprehensive Needs Assessment

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

Resources

Currency



Total		$805,842
	Federal	$52,303
	State	$270,210
	Local	$483,329
	Other	$0

Resource	Source	Amount
CTE Funds	Federal	$35,521
ESL 6300	Federal	$2,720
Title II 6200	Federal	$3,900
Title II 6300	Federal	$1,200
Title II 6400	Federal	$2,200
Title IV 6200	Federal	$600
Title IV 6300	Federal	$6,162
GT 6200	Local	$483,329
CTE Funds State	State	$48,198
SCE 6200	State	$131,700
SCE 6300	State	$89,037
SCE 6400	State	$1,275

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

Objective 1. Annually increase Safety & Well-being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor Support: Counselors will meet with students (with consent) in various settings to provide guidance and support. MAPS Classes: All freshmen will participate in Methods for Academic and Personal Success classes to learn leadership and life skills. Student Mental Health Club: Offers peer-led support through meetings and classroom activities to address student concerns. Military Counselor Access: A dedicated military counselor is available to guide students (with consent). Calming Room: A designated space is available for both students and staff Campus Culture Initiatives: The school promotes a “You Matter” motto Counselor Presentations: Counselors provide education on topics such as dating violence and suicide prevention. Anchored4Life Program: A peer-to-peer transition program that supports students Mental Health Resources: CIS and mental health counselors present on signs of suicide, as well as provide resources to students and staff (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	August 2024-May 2025	(F)CTE Funds - $10,000, (F)ESL 6300 - $300, (F)Title II 6200 - $200, (F)Title II 6300 - $100, (F)Title IV 6200 - $400, (F)Title IV 6300 - $1,500, (L)GT 6200 - $70,000, (S)CTE Funds State - $10,240, (S)SCE 6200 - $25,000, (S)SCE 6300 - $21,000, (S)SCE 6400 - $400, (S)SE-162 6200 - $1,000, (S)SE-162 6300 - $1,000, (S)SE-162 6400 - $200	Criteria: Guidance Services, Discipline Reports, Attendance Rates Guidance Activities/Lessons Discipline Referrals Attendance Data Bullying Reports Professional Development Agendas Sign in sheets Consent forms 09/11/25 - On Track

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will ensure that the Texas Essential Knowledge and Skills (TEKS) are effectively taught by: Utilize district-developed curriculum as the foundation for instruction. Develop clear learning goals for each six-week grading period. Use data from DMAC and Skyward (grades, discipline, attendance) to identify students needing intervention and monitor progress. Provide targeted support and tutoring during advisory periods to address learning gaps. Ensure that at least 40% of science instruction includes hands-on activities. Offer ongoing professional development for instructional staff Provide necessary supplies, equipment, and instructional resources to support learning. Offer additional tutorial sessions for students who did not pass their EOC exams. Conduct weekly PLC meetings by subject area to analyze data and refine instruction. Multi-Tiered System of Support to address academic and behavioral needs. Instructional Strategies and EOC Advisories (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,4,5)	Assistant Principal(s), Curriculum Supervisor, Department Chair, Principal, Subject Area PLC, Teacher(s)	August 2024-May 2025	(F)CTE Funds - $10,000, (F)ESL 6300 - $1,420, (F)Title II 6200 - $500, (F)Title IV 6200 - $100, (F)Title IV 6300 - $5,000, (L)GT 6200 - $120,000, (S)CTE Funds State - $10,208, (S)SCE 6200 - $25,200, (S)SCE 6300 - $16,037, (S)SCE 6400 - $300, (S)SE-162 6200 - $1,500, (S)SE-162 6300 - $700, (S)SE-162 6400 - $700	Criteria: STAAR EOC Data, Curriculum Writing Curriculum Documents Agendas PLCs Sign in Sheets Eduphoria Reports T-TESS observations/walkthroughs Training Certificates Common Assessments Disaggregated Data from DMAC Advisory Passes Master Schedule Accelerated Instruction Advisory Classes Passing/Retention Rates 09/11/25 - On Track

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

Objective 3. Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide the necessary resources, training, networking, and support to improve CCMR outcomes through the following strategies: Implement the Pathways program to track and monitor CCMR points. Administer and communicate college readiness assessments Increase testing opportunities throughout the school year. Ensure students remain in electives aligned with their Program of Study. Offer College Prep courses for seniors to support post-secondary readiness. Increase visibility of college and military recruiters on campus. Host College and Career Fairs to expose students to future opportunities. Counselors meet individually with students to discuss CCMR opportunities Offer Lunch and Learn sessions that focus on college and career topics. Share a list of Industry-Based Certifications with CTE teachers and schedule testing. Collaboration between the CTE Director, Dean of Instruction, and CTE Department Head. College and Career Counselor and Center College and Career Newsletters (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4,5.3,5.4)	Assistant Principal(s), Counselor(s), CTE Coordinator, Curriculum Supervisor, Principal, Teacher(s)	August 2024-May 2025	(F)CTE Funds - $5,000, (F)ESL 6300 - $500, (F)Title II 6200 - $600, (F)Title II 6300 - $50, (F)Title IV 6200 - $500, (F)Title IV 6300 - $1,000, (L)GT 6200 - $60,000, (S)CTE Funds State - $10,000, (S)SCE 6200 - $20,100, (S)SCE 6400 - $100, (S)SE-162 6200 - $1,000, (S)SE-162 6300 - $200, (S)SE-162 6400 - $200	Criteria: Grades, Promotion/Retention Data, Advanced Placement Scores, ACT/SAT Scores, TSIA2 Scores, STAAR EOC Scores, Graduation Plan Data, Inservice Agendas, Handouts, Sign-in Sheets, Lesson Plans, Walkthroughs, Testing Schedules, Disaggregated Scores, EPIC's College Readiness Standards, & College Event Flyers, ACT/SAT Participation, AP/Dual Credit/CTE Enrollment, College Enrollment after FBS, Aggregate ACT Data, PSAT Data, Military Campus Visits, Course Guides, Guest Speakers/Presenters 09/11/25 - On Track

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide resources and increase student engagement by: Organize dress-up days, class competitions, and student-led events to build school spirit. Launch and support the Hornet Hype Crew, a student-led initiative to promote campus energy and involvement. Meet regularly with student leadership groups to gather input and encourage participation. Provide engaging classroom activities to enhance student interest and learning. Communicate opportunities for involvement through announcements and social media. Actively recruit students for clubs and promote enrollment in extracurricular activities. Offer courses based on student interests to increase relevance and motivation. Celebrate students through events like Senior Celebration Week. Implement attendance incentives to encourage consistent student participation. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,3,5)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Teacher(s)	August 2024-May 2025	(F)CTE Funds - $5,000, (F)ESL 6300 - $500, (F)Title II 6200 - $400, (F)Title II 6300 - $750, (F)Title IV 6300 - $1,000, (L)GT 6200 - $56,329, (S)CTE Funds State - $1,000, (S)SCE 6200 - $25,000, (S)SCE 6400 - $200, (S)SE-162 6200 - $400, (S)SE-162 6300 - $200, (S)SE-162 6400 - $200	Criteria: STAAR EOC Results Lesson Plans, Walkthroughs, Training Certificates, Common Assessments, Disaggregated Data in the Form of Reports, Student Sign-in Sheets, Advisory Passes, Tutorial Logs, Master Schedule and Class Rosters, EOC passing and commended rates & Passing/Retention Rates, APEX Learning Surveys 09/11/25 - On Track

FLOUR BLUFF H S

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

Objective 1. Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide opportunities to enhance staff support and intentional compensation through the following strategies: Conduct consistent walk-throughs and check-ins with staff to provide feedback and support. Implement strategic staffing based on course counts and essential instructional needs. Assign extracurricular staffing based on student interests and program requirements. Create opportunities for faculty and staff to share feedback to inform campus decisions and improve workplace culture. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,5)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	August 2024-May 2025	(F)CTE Funds - $1,000, (F)Title II 6200 - $100, (F)Title IV 6300 - $500, (L)GT 6200 - $40,000, (S)CTE Funds State - $1,000, (S)SCE 6200 - $10,000, (S)SCE 6300 - $15,000, (S)SCE 6400 - $50	Criteria: Reduction of staff turn-overs Reduction of Teacher Absences Agendas Sign in Sheets Committees Google Forms 09/11/25 - On Track

FLOUR BLUFF H S

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

Objective 2. Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will align professional development with district initiatives to strengthen instructional capacity and collaboration through the following strategies: Create a cohesive and aligned system of professional development across the campus. Schedule dedicated planning days for staff to analyze student data Participate in district-led professional development activities to ensure consistency and alignment. Provide conference opportunities for teachers Conduct weekly PLC meetings to support collaboration, data analysis, and instructional planning. Engage staff in curriculum alignment and writing to ensure consistency and rigor across content areas. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,5)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s)	August 2024 - May 2025	(F)CTE Funds - $3,000, (L)GT 6200 - $10,000, (S)CTE Funds State - $6,000, (S)SCE 6200 - $5,000, (S)SCE 6300 - $5,000, (S)SE-162 6200 - $1,071, (S)SE-162 6300 - $458, (S)SE-162 6400 - $100	Criteria: InService Agendas Survey Professional Development Calendar PLC Minutes Conference Registrations 09/11/25 - On Track

FLOUR BLUFF H S

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

Objective 3. Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will increase faculty and staff satisfaction by implementing the following strategies: Recognize and celebrate staff contributions through staff appreciation events, including lunches, breakfasts, stocked fridge/freezer, and community booster activities. Encourage student groups and clubs to acknowledge and support staff. Assign mentors to all staff new to the district to support onboarding and integration. Conduct regular check-ins with staff during PLCs to provide support and gather feedback. Hold consistent meetings with department leads to promote collaboration and address concerns. Use staff surveys to inform teaching assignments and professional preferences. Maintain an open-door policy with administrators to foster transparency and trust. Provide access to a calming room for staff to support emotional well-being. Thank-you notes Implement Hornet Hotshots to acknowledge staff members (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,2,5)	Assistant Principal(s), Curriculum Supervisor, Executive Director of Comm. & Community Relations, Principal(s), Teacher(s)	August 2024-May 2025	(F)CTE Funds - $500, (F)Title II 6200 - $60, (F)Title IV 6300 - $100, (L)GT 6200 - $50,000, (S)CTE Funds State - $1,000, (S)SCE 6200 - $15,000, (S)SCE 6300 - $15,000, (S)SCE 6400 - $75	Criteria: Staff Acknowledgment Employee Awards List of Accomplishments Board Recognition Social Media Newsletters Emails Pictures 09/11/25 - On Track

FLOUR BLUFF H S

Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 1. Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will increase family engagement by providing meaningful opportunities for involvement and communication through the following strategies: Promote school-sponsored events such as Check Out the Campus, Fish Fest, Open House, Homecoming Parade, Texas Public Schools Week, College/Financial Aid, Community Booster Meetings, and College & Career Days. Educate families on using Skyward Family Access to monitor student performance and attendance. Provide content-specific pamphlets at school events Invite parents to participate in committees and campus organizations. Offer Parent/Family Conferences Host Family Nights Booster Clubs Update the school calendar Share School Newsletters Continue using social media and Family Access for timely communication Coordinate a Fan Bus to support family attendance at student events. Mum Making, Jean Painting, 5K May Starwars, Trunk or Treat, Meet the Band, FASFA Nights (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Executive Director of Comm. & Community Relations, Principal, Teacher(s)	August 2024-May 2025	(F)Title IV 6300 - $107, (L)GT 6200 - $10,000, (S)CTE Funds State - $1,000, (S)SCE 6200 - $800, (S)SCE 6300 - $2,000	Criteria: Social Media Community Events Sign In Sheet Volunteer Opportunities Parent Conferences Campus Committees Campus Website Calendars 09/11/25 - On Track

FLOUR BLUFF H S

Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 2. Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will increase community engagement by building meaningful partnerships and expanding outreach through the following strategies: Increase community participation on campus committees to support decision-making and collaboration. Collaborate with local businesses and non-profit organizations to connect campus initiatives Engage with the local military community to enhance support and expand opportunities Partner with institutes of higher education to promote academic achievement and post-secondary readiness. Work with community members on service projects to foster civic responsibility and school pride. Host an on-campus job fair to connect students with employment and career opportunities. Establish and maintain partnerships with local businesses and organizations to support student programs and events. Lunch and Learn (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2024 - May 2025	(F)Title II 6200 - $240, (F)Title IV 6300 - $100, (L)GT 6200 - $10,000, (S)CTE Funds State - $2,500, (S)SCE 6200 - $1,500, (S)SCE 6300 - $5,000	Criteria: Social Media Campus Committees SBDM committee Community Booster Sign In Sheets Community Partnerships Meetings with Base Liaison and Military Counselors Clinicals with Spohn South Partnership with DMC, TAMUCC, Craft Training Center, and UT. 09/11/25 - On Track

FLOUR BLUFF H S

Goal 3. Goal 3: Community Satisfaction and Engagement

Objective 3. Increase Local, State, Federal, & Governmental Relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will strengthen parent satisfaction by enhancing communication, transparency, and opportunities for involvement through the following strategies: Increase communication with families via emails and social media platforms. Offer opportunities for parent feedback through surveys Provide access for parents to report bullying and safety concerns confidentially. Create awareness of school programs and volunteer opportunities for parents. Share student awards and milestones to celebrate achievements. Recognize students and staff during school board meetings to build community pride. Distribute a regular school newsletter with updates and highlights. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s), Teacher(s)	August 2024 - May 2025	(F)Title II 6400 - $700, (F)Title IV 6300 - $100, (L)GT 6200 - $10,000, (S)CTE Funds State - $2,000, (S)SCE 6200 - $1,000, (S)SCE 6300 - $3,000	Criteria: Social Media Campus Website Survey Media Outreach Printed and Electronic Information Board Meetings 09/11/25 - On Track

FLOUR BLUFF H S

Goal 4. Goal 4: Financial Stewardship

Objective 1. Transparent and Effective Budget Development and Management System

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to ensure effective budget management by: Comparing the adopted budget to actual expenditures to monitor financial alignment. Adjusting campus budgets as needed based on evolving priorities and needs. Increasing communication and involvement from departments and programs in the budget planning process to ensure transparency and shared decision-making. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Chief Financial Officer, Curriculum Supervisor, Principal(s)	August 2024 - May 2025	(L)GT 6200 - $30,000, (S)CTE Funds State - $1,000	Criteria: Budget Meetings SBDM Meetings Sign In Sheets Board Reports Budget Reports Purchase Reports Maintenance and Transportation Reports 09/11/25 - On Track

FLOUR BLUFF H S

Goal 4. Goal 4: Financial Stewardship

Objective 2. Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to develop and implement measurable indicators that provide meaningful insights into the effectiveness and efficiency of campus operations. These indicators will guide decision-making, promote transparency, and support continuous improvement across departments and programs. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Chief Financial, Bus, & Operations, Curriculum Supervisor, Principal	August 2024 - May 2025	(L)GT 6200 - $3,000, (S)SCE 6200 - $1,000, (S)SCE 6300 - $1,000	Criteria: Budget Meetings SBDM Meetings Sign In Sheets Board Reports Budget Reports Purchase Reports Maintenance and Transportation Reports 09/11/25 - On Track

FLOUR BLUFF H S

Goal 4. Goal 4: Financial Stewardship

Objective 3. Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to collaborate with the district to ensure financial transparency and efficiency by: Comparing the adopted budget to actual expenditures to monitor fiscal responsibility. Reviewing and refining the revenue projection process to support accurate financial planning. Engaging campus departments and programs in budget discussions to align resources with instructional and operational needs. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Chief Financial Officer, Curriculum Supervisor, Principal	August 2024 - May 2025	(L)GT 6200 - $2,000, (S)CTE Funds State - $750, (S)SCE 6200 - $100	Criteria: Budget Meetings SBDM Meetings Sign In Sheets Board Reports Budget Reports Purchase Reports Maintenance and Transportation Reports 09/11/25 - On Track

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

Flour Bluff HS Strategic Action Plan
2025-2026

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

<table>
<tr><th colspan="4">GOAL 1: STUDENTS: WELL-BEING AND ACADEMIC SUCCESS</th></tr>
<tr><th>Performance Objectives:</th><th>Key Strategic Actions: (Inputs)</th><th>Progress Measures: (Outputs)</th><th>Long-Term Desired Outcomes:</th></tr>
<tr><td>1.1 Safety and Well-Being</td><td>Implement a robust system of support for students' emotional and mental health to include:
● Counselors will meet with students (with consent) in various settings to provide guidance and support.
● Mandatory Maps Classes for freshmen
● Student-to-student tutorials and mentoring during advisory
● Red Ribbon Week
● Empower students through the Mental Health Awareness Club and Student Leadership Group
● Counselors provide Mental Health Resources</td><td>Review of Services and data comparison:
● Review the Caseload of counselors
● Review the Data for the number of outcries from students</td><td>The number of outcries and staff responses will decrease by 8% by 2026.</td></tr>
<tr><td>1.2 Annually increase Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, & Social Studies</td><td>● Increase Professional Development for teachers
● Increase teacher collaboration by departmentalizing hallways
● Create a master schedule that allows staff to focus on one content area at a time rather than alternating courses throughout the day
● Allow departments time to review data and vertically align content
● Offer tutorials before and after school as well as during Advisory
● Daily work including warm-ups
● Spiraling of curriculum
● Integration of core areas into non-core subject areas
● Access to online textbooks
● Accelerated Instruction for Targeted Intervention
● Boot Camps
● Scheduling students with Master Teachers</td><td>Curriculum Alignment
● Professional Learning Community Agendas to ensure alignment
● Curriculum Documents (YAGs, Pacing Guides)
● Common Assessments
● Staff member participation in district alignment committees

Professional Development
● Agendas
● Eduphoria Certificates
● Curriculum Resources
● Needs Assessments

Data Analysis
● DMAC- Teacher-made benchmarks, Interim Assessments, Mock Tests (Released STAAR)
● Walkthrough</td><td>Increase all STAAR EOC scores and passing rates by 2026 in the following areas:

English I – 86%
English II – 90%
Algebra I – 90%
Biology – 98%
US History –98%</td></tr>
<tr><td>1.3 Annually increase CCMR results</td><td>The campus has hired a College and Career Counselor.
College Readiness
● Clear communication of program of study to advanced level courses for current High School, Junior High, and Intermediate students
● Strengthen partnerships to stay abreast of programs offered.
● Counselors meet with students individually regarding pathways
● Increase Dual Credit and On-Ramp enrollments
● Lunch and Learn
● College Application Tutorial Sessions
● College Prep</td><td>● TSI
● Del Mar and TAMUCC Dual Credit numbers increased
● OnRamps numbers, courses, and sections increased
● Regularly scheduled meetings with Del Mar College to increase CTE courses
● SBDM meetings to discuss the needs of the community
● Transcripts
● Course Guides
● Sign in Sheets
● Parent Nights
● Lesson Plans
● Certifications
    ● CTE Enrollment-Coherent Sequence</td><td>By 2026, the Four-Year Graduation Rate will be increased from 88% to 90%, and the CCMR percentage will be increased to 85%.</td></tr>
</table>

Updated: 09/11/2025

	• Coellege Fair Career Readiness • Well-defined communication about the CTE program of study and certification in the program of study • CTE Director • Build Complete Program of Study • Students can't change electives unless they are in a Program of Study • Implement Lunch and Learn Sessions • Increase partnerships with businesses within the community to meet the future career needs of the community Military Readiness • Interaction with the military to gather information on what the military can offer students • Military Counselor on Campus • Track DD Form 4 Forms • Follow up with students • Recruiter on Campus	• Test Scores • Lesson Plans • transcripts • Course Guides • Parent Nights • Sign-In Sheets • Lesson Plans • Military Enlistment • Partnership with Military Recruiters • Sign-in Sheets • Meet requirements for Purple Star Campus Designation	
1.4 Increase student involvement in high-quality extra/co-curricular activities and clubs.	• Robust recruitment of students starting at 6th grade into cocurricular programs i.e., athletics, ROTC, Fine Arts, Math Club. • Utilize FBHS Information and Media classes to create commercials and advertise all extra and co-curricular programs • Feature student success in all activities through Social Media platforms • Promote school spirit with an emphasis on Class, Pride, and heart and You Matter spirit wear, school signage, classroom lessons, and leadership groups • Continue to communicate through Google Classrooms to keep students informed of educational opportunities • Attendance Incentives • Senior Celebrations • Promote different organizations at check out the campus and Fish Fest	• Number of Students enrolled in athletics. • Number of Students involved in non-athletic UIL events. • Number of students participating in clubs and organizations. • Spirit events and competitions including pep rallies. • Newsletter • Sign-in sheets • Campus Website • Teacher Webpages • Google Classrooms • Agendas	Increase the number of students who are involved in all athletic teams and non-athletic clubs and organizations from __75_% to _80_%.

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	● Strategic Staffing based on course counts and essential needs. ● Strategic extracurricular staffing based on student needs and interests. ● Competitive compensation for all categories of employees.	● Annual salary analysis with the region. ● Annual stipend analysis with the region. ● Annual Comparative Market Analysis.	The campus will continue to support the district initiative.
2.2 Capacity Building of All Staff	● Create an Aligned System of Professional Development ● Training/Collaboration/Calibratio n time for all staff ● Participating in District PD activities ● Conference Opportunities ● Weekly PLC Meetings ● Curriculum Writing	● Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments ● Data Analysis ● Curriculum Writing ● Minutes ● Sign in Sheets	Maintain 100% of district and campus educators and paraprofessionals as Highly Qualified through 2026. Increase the number of teachers that qualify for local Teacher Incentive Allotment policy to 40% by 2026..
2.3 Positive Culture & Workplace Environment	● Staff Recognition ● Staff Appreciation ● Assign mentors to all new to the district staff ● Check-ins with staff ● Staff Surveys for teaching assignments ● Open Door Policy with Principal ● Increase communication ● Calming Room ● Thank you notes ● Hornet Hotshots	● Reduction of staff turnover ● Reduction in teacher absences ● Employee Awards ● List of Accomplishments ● Board Recognition ● Campus Website ● Social Media	Decrease the annual staff turnover rate from 11% to 9% by 2026.

<table>
<tr><th colspan="4">GOAL 3: COMMUNITY SATISFACTION AND ENGAGEMENT</th></tr>
<tr><th>Performance Objectives:</th><th>Key Strategic Actions: (Inputs)</th><th>Progress Measures: (Outputs)</th><th>Long Term Desired Outcomes:</th></tr>
<tr><td>3.1 Increase Family Engagement & Satisfaction</td><td>Increase family participation at school events by:
● Utilizing teacher web pages
● Communicating through Family Access tools
● Open House/Check out the Campus
● Parent Conferences
● Campus Committees
● Campus Committees
● Volunteer their time at the HS and HS events
● Recognizing parental support
● Booster Clubs
● School Calendar
● School Newsletter
● Fan Bus</td><td>● Social Media
● Campus Events
● Campus Website
● Sign-In Sheets
● Campus Committees
● Flyers
● Email
● Agendas
● Calendars</td><td>Increase family engagement for all school functions and events by 15% by 2026.</td></tr>
<tr><td>3.2 Increase Community Engagement & Satisfaction</td><td>Offer opportunities for feedback Acknowledgments
● Increase community engagement on campus and district committees
● Engage with business and non-profit partners to connect initiatives with resources
● Engage with the local military to connect initiatives with resources
● Work with Institutes of Higher Learning to promote academics
● Partnership with community representatives
● Host Job Fair</td><td>● Site-Based Decision-Making Committee
● PTO
● Mentors
● Community Partnerships
● Base liaison, military counselors
● Student/Clinical Teaching: TAMUCC
● Dual Credit: TAMUCC, Del Mar College Craft Training Center, UT
● CTE Partnership Meetings</td><td>Increase community engagement (social media platforms, newsletter, committee membership, volunteers) by 30% by 2026.</td></tr>
<tr><td>3.3 Increase Local, State, Federal, & Governmental Relationships</td><td>● Increase communication via emails and social media platforms.
● Offer opportunities for feedback through surveys
● Create awareness of school programs and volunteer opportunities
● Share student awards and milestones to celebrate achievements.
● Recognize students and staff during school board meetings to build community pride.
● Distribute a regular school newsletter with updates and highlights.</td><td>● 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.
● Monitor and Increase the MOU/LOA agreements.
● Media Outreach
● Printed and Electronic Information
● Board Meetings</td><td>Monitoring Calendar

EOY MOU/LOA agreements</td></tr>
</table>

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	• Compare the Adopted Budget to the Actual Budget • Increase communication and involvement from departments and programs in the budget planning process	• Budget meetings • SBDM Meetings • Agendas • Sign-in Sheets • Board Reports • Usage Reports • Budget Reports • Personnel Reports • Purchase Reports	The campus will continue to support and collaborate with the district initiative to have an acceptable level of tolerance. Completed Comparison of Final Adopted Budget to Actual Budget Analysis of budget and expenditures
4.2 Facility Management	• Develop measurable indicators that provide meaningful information regarding the facility • Meeting with campus/department leads	• Budget Committee Meetings • Board Meetings • Community Advisory Meetings • Budget meetings • SBDM Meetings • Agendas • Sign-in Sheets • Board Reports • Usage Reports • Budget Reports • Personnel Reports • Purchase Reports • Child Nutrition Report • Maintenance and Transportation Report	The campus will continue to support and collaborate with the district initiative. Review reports and data from Central Office.
4.3 Effective & Efficient Operations	• Develop measurable indicators that provide meaningful information regarding the effectiveness and efficiency of operations • Compare the Adopted Budget to the Actual Budget • Revenue Projection Process	• Budget Workshop • Budget Committee Meetings • Board Meetings • Community Advisory Meetings • Budget meetings • SBDM Meetings • Agendas • Sign-in Sheets • Board Reports • Usage Reports • Budget Reports • Personnel Reports • Purchase Reports • Child Nutrition Report • Maintenance and Transportation Report	The campus will continue to support and collaborate with the district initiative. Review reports and data from Central Office.

Flour Bluff High School
Site-Based Decision-Making Team
Tuesday, September 16th, 2025

Welcome

Campus Improvement Plan (CIP) Review
- Refer to printed CIP documents
- Top 5 Campus Priorities: Review and discussion

2025 End-of-Course (EOC) Exam Performance
- **Biology:** 95%
- **U.S. History:** 98%
- **English I:** 82%
- **English II:** 88%
- **Algebra I:** 85%

College, Career, and Military Readiness (CCMR) & Graduation Rates

Year	CCMR (%)	Graduation Rate (%)
Class of 2025	75+ (estimated)	Hopefully 90%
Class of 2024	68.0%	88.5%
Class of 2023	53.4%	83.4%
Class of 2022	56.7%	82.1%
Class of 2021	66.2%	85.6%

Upcoming Events
- Homecoming
- Red Ribbon Week

Grading Policy
Please review the current policy and proposals. Comments and feedback are encouraged regarding:
- The elimination or retention of Six Weeks Tests
- Adjustments to grade weights

Thoughts & Thank you

Next Meeting- December 11, 2025

FBHS SBDM Committee

Blair, Tamara TB	Dean of Instruction
Hinojosa, Keli	Teacher
Vela, Frances	Paraprofessional
Muil, Erin Erin Muil	Teacher
Molina, Tomas	District Representative
The Ice Cream Bar, Tiffany Wood	Business Representative
Stokes, Shannon	Parent
Seeds, Amy AS	Campus Administrator
Chavez-Cintron, Rachell	Parent
Salinas, Mario	Technology Representative
Coastal Blends, Emily Hawkins	Business Representative
McCabe, Amy Amy McCabe	Community Member
Benavides, Roxane	Community Member
Harris, Caleb	Teacher
Neill, Janet	Teacher
Sullivan-Chang, Ila	Librarian