FLOUR BLUFF ISD

Flour Bluff District Improvement Plan
2025/2026

Date Reviewed:

Date Approved:

FLOUR BLUFF ISD

Mission

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

Vision

Our vision is to make Flour Bluff ISD the premier district in Texas.
Flour Bluff – North Padre Island – NAS/CCAD

Nondiscrimination Notice
FLOUR BLUFF ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Goals of Flour Bluff Independent School District:

Goal 1: Students: Well-being and Academic Success

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

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship

FLOUR BLUFF ISD Site Base

Name	Position
Steinbruck, Chris	Superintendent
Martinez, Christina	ECC Admin. - 1st year
Olson, Carlee	ECC-Teacher- 2nd year
Brenda, Arredondo	ECC- Teacher 2nd year
Meurer-Busby, Mendy	ECC- parent 2nd year
Pedraza, Kerri	Primary - Teacher 2nd year
Ames, Cindy	Primary Teacher-- 2nd year
Breazeale, Joanna	Primary - Admin. 1st year
Lopez, Amber	Primary- Parent 2nd year
Kalo, Amanda	Elementary Teacher-1st year
McAliley, Carly	Elementary - Teacher 2nd year
Kesselring, Madonna	Elementary - Admin. 1st year
Rebecca, Taylor	Elementary- Parent 2nd year
Moorer, Terry	Intermediate Teacher-1st year
Maxwell, Mary	Intermediate Teacher- 1st year
Stringer, Brandy	Intermediate-Admin. 1st year
Tirado, Nicole	Intermediate Parent-- 2nd Year
Adams, Kristen	Junior High Teacher- 1st year
Zartuche, Amanda	Junior High Teacher- 1st year
Calabrese, Meredith	Junior High - Parent 1st year
Aguilar, Amanda	Junior High Asst. Principal- 2nd year
Smith, Rebecca	High School Teacher-1st year
Page, Mary	High School Teacher- 1st year
Huckabee, Stephanie	High School Teacher- 1st year
Elliott, Crystal	HS Admin.- 1st year
Pfetter, Tammy	High School- Parent 2nd year
Schoene, Michelle	Business Rep. 2nd year
Ramirez, Javier	Business Rep. 2nd year

FLOUR BLUFF ISD Site Base

Name	Position
Harris, Elizabeth	Community Rep. 2nd year
Chapman, Sarah	District
Crenshaw, James	District
White, Nicole	Guest
Molina, Tomas	Guest

Resources

Currency

Total		$33,397,501.12
	Federal	$2,929,768
	State	$30,467,733.12
	Local	$0
	Other	$0

Resource	Source	Budget Code	Amount
CTE-244	Federal		$57,949
SE-224	Federal		$1,395,028
SE-225	Federal		$16,254
Title I	Federal		$1,173,199
Title II	Federal		$190,441
Title IV	Federal		$96,897
CCMR Outcomes Bonus	State		$204,900.56
CTE 163	State		$1,796,356
Dyslexia Allotment	State		$802,141
Early Education Allotment	State		$156,283
EMAT	State		$487,006.56
ESL	State		$12,000
Regular Program Allotment	State		$17,941,484
SE-162	State		$6,880,108
State Comp. Ed.	State		$2,187,454

Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Demographics Weaknesses

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

Demographics Needs

Flour Bluff ISD will continue to expand programs with adequate staffing to attract more students.

Demographics Summary

Flour Bluff Independent School District was established in 1892 and encompasses a 156 square mile area. The district includes the Naval Air Station, the Corpus Christi Army Depot, the Flour Bluff community and a developing resort and residential area on North Padre Island. Six campuses and athletic facilities are located on a single 170-acre site which supports an enrollment of 5,450 students in prekindergarten through 12th grades. The district is extremely competitive in academic and athletic programs and has participated in the district, regional, or state competitions for many years. The district and the City of Corpus Christi have developed a partnership in 2000 with the opening of the Janet F. Harte Public Library on school property which serves as both the high school library and the city public library. The district serves a population that is 49.6% Economically Disadvantaged, 20.40% Special Education, 11.69% Gifted and Talented, 3.47% English Language Learners, 43.36% At-Risk, 2.00% African-American, 48.84% Hispanic, 41.95% White, 4.84% Two or More Races and 1.83% Asian. Approximately 15.23% of our students are from military families.

Demographics Summary (Continued)

Flour Bluff had 434 graduates in 2025. We had 347 graduates who graduated at the distinguished level (80%). We had 399 students graduate with one endorsement (92%).

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

Student Achievement

Student Achievement Strengths

The Texas Education Agency's 2024-2025 Accountability ratings are as follows:

Campus Accountability Ratings

High School
Overall Rating B

Junior High
Overall Rating A

Intermediate
Overall Rating B

Elementary
Overall Rating C

Accountability Distinction Designations

High School
Four Distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Achievement

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Junior High
Seven Distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Academic Achievement in Science, Top 25% Comparative Academic Achievement, Postsecondary Readiness, Top 25% Comparative Closing the Gaps

Intermediate
Four Distinctions: Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Achievement, Postsecondary Readiness

Student Achievement Weaknesses

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

Student Achievement Needs

Improve overall STAAR performance at the masters level. The district needs to continue vertical alignment throughout the district. The CCMR percentage must improve; the new goal is 88% to receive an A in accountability.

Student Achievement Summary

Students in Grades 3-8 took the State of Texas Assessment of Academic Readiness (STAAR). High School students took the State of Texas Assessment of Academic Readiness End-of-Course exams. Data was evaluated on the percentage of students who Approaches Grade Level Or Above. Final scores of the Grades 3-8 assessments for 2024-2025 are as follows:

Student Achievement Summary (Continued)

Reading - All Students
Grade 3 - 75%
Grade 4 - 87%
Grade 5 - 79%
Grade 6 - 83%
Grade 7 - 84%
Grade 8 - 89%

Math - All Students
Grade 3 - 73%
Grade 4 - 69%
Grade 5 - 79%
Grade 6 - 85%
Grade 7 - 86%
Grade 8 - 85%

Science - All Students
Grade 5 - 76%
Grade 8 - 83%

Social Studies - All Students
Grade 8 - 75%

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

English I - 82%
English II - 88%
Algebra I High School - 85% , Junior High- 99%, District- 88%
Biology - 95%
United States History - 98%

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

The district and campuses teams...

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

School Culture and Climate Weaknesses

Students desire to spend more time with the counselor to plan for college and careers (counselor accessibility)
Communicating all opportunities (extra-curricular) students have to participate in their school.

School Culture and Climate Needs

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

School Culture and Climate Summary

Comprehensive Needs Assessment

Flour Bluff ISD has a dedicated staff who focus on student achievement and well-being. Teachers work in Professional Learning Communities to decide what students should know and collaborate to develop common assessments to measure student progress.
Flour Bluff ISD students come from a variety of cultures and backgrounds and appreciate each others diversities. Students support each other from academics to extra-curricular activities.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

Staff Quality, Recruitment and Retention Weaknesses

The district needs to continue to improve the compensation and benefits package for recruitment and retention of faculty and staff. The district will continue to enhance the mentorship program to support new teachers to the district with zero to three years of experience. The district will work to improve the teacher pipeline and increase the applicant pool for hiring certified teachers.

Staff Quality, Recruitment and Retention Needs

New staff need to acquire the knowledge and skills from experienced teachers and mentors. For the 25-26 school year, the district will enter into a year-long, paid teacher residency program with TAMUCC student teachers to potentially employ the following school year. This program will allow on-the-job training and experiences for the TAMUCC student teachers which should, in turn, offer the district a better applicant pool to

Staff Quality, Recruitment and Retention Needs (Continued)

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

Staff Quality, Recruitment and Retention Summary

For 2025-2026, Flour Bluff ISD had 763 staff members employed by Flour Bluff ISD. Staff are categorized as follows:
Teachers = 362
Professional support = 85
Campus administration =20
Central administration = 25; District Professional = 11, District Paraprofessional = 12
Educational aides = 98
Auxiliary staff = 173

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The district teachers write curriculum in grades PreK-12; all grade level curriculum is housed in the shared Google Drives. This summer, the curriculum writers updated pacing guides, scope and sequences, year-at-a-glance documents, and assessments; they will continue to fine-tune pacing guides and assessments as the year progresses and updates are needed. 2nd grade and beyond will input local assessments into DMAC each six/nine weeks depending on their campus.

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

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

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

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

The High School and Junior High campuses also use Sirius Education products and teacher-created documents to assist with House Bill 4545/1416 requirements (i.e., tutoring students who failed STAAR/EOCs). All students in grades 3-12 will continue to take the STAAR/EOC assessments online. This adjustment in testing format will enhance accommodations for students who receive them and minimizes time spent preparing for testing.

In preparation for online STAAR and EOC testing, all eligible grade level content areas have access to DMAC's online assessment program, and Cambium for unit tests/benchmarks and the instructional reports to guide instruction.

Curriculum, Instruction and Assessment Weaknesses

College, Career and Military Readiness (CCMR) is our top priority for improvement during the 2025-2026 school year; 71% of the 2024 graduates earned CCMR credit which counts in our 2024 Accountability rating. In order to be an ‘A’ in this area for Accountability purposes, FBISD needs to achieve 88% of graduates earning CCMR credit. Currently, FBISD is estimating 75% of graduates earning CCMR for the 2025-2026 school year.

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

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

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

Curriculum, Instruction and Assessment Needs

We will continue to use the CCMR tracking program (Pathways) at the HS to assist with identifying students who have/have not earned their

Curriculum, Instruction and Assessment Needs (Continued)

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

Creating a guaranteed and viable curriculum takes a tremendous amount of time, knowledge, resources, and financial investment. District teachers, curriculum supervisors, deans and other staff worked a great deal on the curriculum documents over the summer. Many teachers who write curriculum also teach summer school. We need to continue to pay our teacher leaders for their time and efforts, which includes paying each for time contributed and at a higher rate. Additionally, offering flex time for curriculum writing has helped include elective teachers in the process.

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

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

Curriculum, Instruction and Assessment Summary

Each campus supports teachers through Professional Learning Communities to meet the individual needs of students. Time is scheduled for teachers to discuss instructional strategies, analyze data, and determine how to best approach teaching the Texas Essential Knowledge and Skills. Campus curriculum supervisors, deans, and principals assist teachers in these discussions and with obtaining resources. In addition to sharing ideas and discussing curriculum, training occurs through the district and campus-level Curriculum Supervisors, Deans, the Education Service Centers, and vendors from selected curriculum resources.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Parents have many avenues through which to communicate and to be a part of the activities that best support their children. The district provides training for any parent interested in volunteering on the campuses and who have completed a background screening. The district and campus administration teams encourage parent involvement, engagement, and input. The staff consistently seeks new ways to encourage parents to get involved. Many parents are regularly and actively involved in committees and in volunteering within the school environment in such programs as becoming a H.O.S.T.S (Helping Our Students to Succeed) Mentor. The Special Education Department hosts an annual resource fair in the fall. The Superintendent holds parent and community meetings throughout the year. Surveys are sent to parents via Skyward to gather feedback for Title 1, ESL, GT and CTE. All campuses have received the Purple Star Designation for their work with the military students and parents. The Purple Star Designation is a two year recognition for their efforts.

Family and Community Involvement Weaknesses

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

Family and Community Involvement Needs

The district is continually increasing the number of parents actively involved at the schools and with their child's learning. The district is receptive to feedback gathered from the diverse members of the community. Campuses should continue sending the electronic progress reports more frequently. The district should continue to find ways to make communication accessible to diverse populations such as deaf and hard of hearing and mobility populations and finding ways such as a resource fair to encourage the ESL parents to become involved in their child's learning.

Family and Community Involvement Summary

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

Family and Community Involvement Summary (Continued)

website, billboards, Skyalerts text messages, etc.

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

School Context and Organization

School Context and Organization Strengths

The Flour Bluff ISD Board of Trustees are excellent stewards of the tax payers' dollars. The fund balance has been utilized to conduct needed capital improvements. The district attracts transfer students and parents to the district, due to the type of services provided, the competitiveness of our programs and a desire to excel. Flour Bluff ISD has initiated active branding to recruit additional families and students to the district. Flour Bluff ISD has a small town atmosphere which has increased student transfers. Traffic flow has increased but has improved due to the completion of the bus loop.
The district has intensely focused on increasing the safety and security of the district for the students and staff as reflected by updated security and safety procedures and increased monetary commitments to security personnel and hardening of the facilities.

School Context and Organization Weaknesses

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

School Context and Organization Needs

The district needs to continue to monitor and analyze traffic patterns to alleviate congestion and wait times during drop-off and pick-up times. Continue to recruit qualified volunteers to help with traffic control within district property. Need to continue to strengthen the districts safety and

School Context and Organization Needs (Continued)

security measures and protocols.

School Context and Organization Summary

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

Technology

Technology Strengths

Two core strengths continue to define Flour Bluff ISD Technology:

1. Sustained Strategic Investment in Learning Technology
- Interactive Displays: Every PreK–6th grade core teacher has an interactive display, and secondary campuses are expanding deployment to high-impact instructional areas.
- Streaming & Digital Resources: Continued use of SWANK streaming for staff and students, paired with curated digital content to support curriculum.
- Lifecycle Management: Ongoing commitment to a structured device and equipment lifecycle ensures technology remains current, reliable, and aligned with instructional needs. This approach also streamlines budgeting and prevents large-scale obsolescence.

2. Skilled, Accessible, and Proactive Technology Personnel
- Campus-Centered Support: Campus technicians, supported by district-level specialists, provide consistent, on-site service, ensuring quick resolution of technology needs.
- Leadership and Integration: The addition of a Lead Campus Technician and the ongoing work of the Technology Integration Specialist promote forward-thinking, proactive planning for technology in the classroom.
- Cybersecurity Standards: Continued adherence to NIST-aligned best practices, MFA, least-privilege access, and network access control, keeping data and systems secure.
- Productivity and Collaboration Tools: Full use of Microsoft 365 A3 and A5 licensing and Google Workspace enables collaboration, document sharing, and workflow flexibility for staff and students.

Comprehensive Needs Assessment

Technology Weaknesses

While progress has been made, several challenges remain:

1. Limited Visibility Into Network Traffic
- Current tools do not provide deep, real-time analytics for network activity, making it harder to pinpoint issues, optimize performance, and identify potential security threats quickly.

2. Server Infrastructure and Administration
- Many critical systems remain on-premises, requiring either a significant hardware refresh and in-house system administration expertise or a strategic move to cloud or hybrid solutions.

3. Targeted Professional Development
- Dedicated, predictable funding for technology staff training is lacking, slowing our ability to adapt to new platforms, tools, and best practices.

4. Dedicated funding

Technology Needs

1. Next-Generation Communications Platform
- Replace the aging Mitel phone system and copper-based infrastructure with a fully IP-based unified communications solution.
- Prioritize reliability, mobility, and integrated security features that align with district safety goals.

2. Advanced Network and Security Monitoring
- Invest in tools that provide real-time, detailed insight into network performance, user activity, and threat detection to improve decision-making and response times.

3. Server Strategy
- Finalize a long-term plan for critical systems—either moving workloads off-premises to secure cloud environments or modernizing in-district server infrastructure with dedicated administration resources.

4. Sustainable Funding for Training and Licensing
- Secure ongoing funding for rising software licensing costs, cloud storage, and essential technical training for both IT staff and educators.

Technology Summary

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

Comprehensive Needs Assessment

Technology Summary (Continued)

ECC
Desktops: 36
Laptops: 42
Printers: 3
Document Cameras: 26
Interactive Displays: 36
Display Projectors: 1
iPads: 124
Fax Machines: 1
Chromebooks: 232
Digital Signage Displays: 1

Primary
Desktops: 52
Laptops: 55
Printers: 3
Document Cameras: 33
Interactive Displays: 44
Display Projectors: 1
iPads: 105
Fax Machines: 1
Chromebooks: 412
Digital Signage Displays: 1

Elementary
Desktops: 57
Laptops: 108
Printers: 2
Document Cameras: 23
Interactive Displays: 57
Display Projectors: 0
iPads: 38
Fax Machines: 0
Chromebooks: 980
Digital Signage Displays: 1

Intermediate
Desktops: 49
Laptops: 57
Printers: 3

Technology Summary (Continued)

Document Cameras: 9
Interactive Displays: 43
Display Projectors: 0
iPads: 35
Fax Machines: 0
Chromebooks: 1037
Digital Signage Displays: 1

Junior High
Desktops: 11
Laptops: 122
Printers: 14
Document Cameras: 20
Interactive Displays: 48
Display Projectors: 0
iPads: 21
Fax Machines: 1
Chromebooks: 1276
Digital Signage Displays: 20

High School
Desktops: 270
Laptops: 303
Printers: 45
Document Cameras: 37
Interactive Displays: 107
Display Projectors: 3
iPads: 17
Fax Machines: 1
Chromebooks: 2357
Drones: 7
Digital Signage Displays: 25

Athletics
Desktops: 2
Laptops: 11
Printers: 7
Tv Display: 8
Display Projectors: 1
Apple Tv's: 3

Comprehensive Needs Assessment

Technology Summary (Continued)

SPED
Laptops: 22
Printers: 7
iPads: 29
Chromebooks: 121
TV Displays: 4
Interactive Displays: 1

Admin
Desktops: 35
Laptops: 23
Printers: 16
Document Cameras: 1
iPads: 22
Fax Machines: 4
Scanners: 4
POS Computers: 10
Chromebooks: 8
TV Displays: 11
Districtwide
Security Cameras: 230

Comprehensive Needs Assessment Data Sources

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

Comprehensive Needs Assessment

Planning and decision making committee data
Professional development needs assessment data
Professional learning communities (PLC) data
Results Driven Accountability (RDA)
Running Records results
Safe Schools Checklist
SAT and/or ACT assessment data
Special Programs Evaluations
Special Student Populations
STAAR current and longitudinal results
STAAR EL Progress Measure data
Staff Development
Staff surveys and/or other feedback
State and federal planning requirements
State-developed online interim assessments
STEM/STEAM data
Student Achievement Domain
Student Progress Domain
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher/Student Ratio
TELPAS results
Texas Academic Performance Report (TAPR) data
Texas approved PK and K assessment data
Violence and/or violence prevention records

FLOUR BLUFF ISD

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

Objective 1. 1.1 Safety and Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide the resources and training necessary to support students and teachers, including: Social-Emotional Curriculum (Project Positivity, PBIS -Positive Behavior Intervention Strategies, MAPS) Multi-Tiered Systems of Support (MTSS) Behavior Discipline Management Plan Child Abuse Trafficking and Maltreatment Awareness Regional Day School for Deaf and Hard of Hearing Trauma-Informed Care Professional Development (NCI/CPI Training) HOST Mentor Program Counseling Services SHAC - School Health Advisory Council Military Counselors District Social Worker T-CHATT (virtual counseling) TIDES Program (job and life skills in partnership with TAMU-CC) ESL Classes for Parents Textbook Adoptions & Instructional Materials Purchasing (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Academic Officer, Counselor(s), Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2025-2026	(F)SE-224 - $10,000, (F)Title I - $20,000, (F)Title II - $10,000, (F)Title IV - $20,000, (S)Dyslexia Allotment - $10,000, (S)EMAT - $75,096, (S)ESL - $8,000, (S)Regular Program Allotment - $10,000, (S)SE-162 - $10,000, (S)State Comp. Ed. - $10,000	Criteria: Promotion/Retention Data, Attendance, Graduation/Completion/Dropout Rates, Quality Lesson Plans & Instruction (Character Education) Implementation of Curriculum Implementation of Strategies Grade Reports Evaluations Student Perceptions Surveys Promotion/Retention Data Skyward Reports Threat Assessment Report LPC Data DMAC Reports Training Certificates 07/07/25 - Pending
2. The district will follow school safety standards from the Texas Education Agency, such as Security cameras, Silent Panic Alarms, Doors, Impact Resistance Film for glass windows and doors, Radios, and Fencing. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)	Associate Superintendent of Student Services, Director of District Security, Directors, Principal(s), Superintendent	2025-2026	(F)SE-224 - $9,500, (S)Regular Program Allotment - $7,500	Criteria: Check off all minimum requirements for Texas safety standards. Pass all intruder audits with no findings.

FLOUR BLUFF ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide the resources, training, and supervision necessary to support students and teachers in reading, math, science, social studies, ESL classes, advanced courses, and career and technical courses. This will include: Supporting the Professional Learning Committees Culture Data Analysis (i.e., DMAC and Student Growth through TIA) District Developed Curriculum Supplies, Manipulatives MClass Intervention Programs (A-Z Learning, Fundations, IXL, Living Materials, Screencastify, Learning.com, adopted instructional materials) Technology Tutoring Support Multi-Tiered Systems of Support (Academic) Professional Development (CAST, Texas Assessment Conf., Counselor Support, TCEA, Reading Academies, Wilson Reading, Youth Mental Health First Aid) Accelerated Instruction (Edgenuity, TSI/STAAR/EOC Boot Camps) College Readiness Strategies HORNET Learning Academy (drop-out prevention) Equipment and supplies to support engaging activities Vertical Alignment ESL Training (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All)	Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Academic Officer, Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2025-2026	(F)CTE-244 - $55,000, (F)SE-224 - $150,000, (F)Title I - $25,000, (F)Title II - $4,000, (F)Title IV - $5,000, (S)CTE 163 - $173,000, (S)Dyslexia Allotment - $5,000, (S)Early Education Allotment - $5,000, (S)EMAT - $250,000, (S)ESL - $2,000, (S)SE-162 - $150,000, (S)State Comp. Ed. - $13,000	Criteria: Results for STAAR and EOC Tests, Promotion/Retention Data, Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks ACT, SAT, AP Assessments Walkthroughs Quality Lesson Plans & Instruction Grade Reports Evaluations Surveys Attendance Rates 07/07/25 - Pending

FLOUR BLUFF ISD

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

Objective 3. 1.3 Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide the resources, training and, supervision necessary to support students and teachers, including: College Readiness Assessments (SAT, PSAT, ACT, AP, TSI) Career Assessment (ASVAB, Transition Assessments) Individual education plans CTE, AP, Dual Credit Course offerings Communication Resources (Skyward, Family Access, Google Suite, School Messenger) Resources and Materials College and Career Readiness Activities Tutoring Transportation Professional Development (AP Training, Special Populations Training, CTE Pathway Training) Pathways in Technology Early College High School (P-TECH) Awareness about CTE courses offered at the campuses Promote and support student acquisition of industry certifications 18+ Transition Program Frontline/Esped Goalbook Training (Target Group: All) (Strategic Priorities: 3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Counselor(s), Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2025-2026	(F)CTE-244 - $4,000, (F)SE-224 - $36,000, (F)Title I - $50,000, (F)Title II - $28,000, (F)Title IV - $6,000, (S)CTE 163 - $25,000, (S)EMAT - $85,000, (S)SE-162 - $150,000, (S)State Comp. Ed. - $65,000	Criteria: Promotion/Retention Data, Attendance, Industry Based Certification (IBC) Graduation/Completion/Dropout Rates, ACT Scores, SAT Scores, Advanced Placement Scores Performance on Benchmarks Writing Samples/Portfolios Walkthroughs Quality Lesson Plans & Instruction Implementation of Curriculum Implementation of Strategies Grade Reports Evaluations Surveys Promotion/Retention Data CCMR Rating SAT/ACT Participation CTE Class Enrollment AP Training Certificates ASVAB Enrollment 07/07/25 - Pending

FLOUR BLUFF ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide the resources, training, and support necessary for student engagement: Recruitment of students in co-curricular activities (athletics, LOTC, math club, fine arts) Advertise student programs through media classes Character Building Programs (Project Positivity, School-Connect, Ripples Effect) Tutoring and student/community mentoring Positive Behavioral Initiative Support System Family Resources Communities in Schools (H.S., SDGC, HLA) Bullying Prevention Strategies and Lessons Random Drug Testing Dating Violence Prevention Parent Involvement Resources and Training Extracurricular Activities (UIL Academics, STEM, Stingline) School Health Advisory Committee Nursing Staff Immunization Clinics FitnessGram Security Systems Stop the Bleed, CPR Military Liaisons (counselors at all campuses) District Social Worker (Target Group: All)	Assistant Director of Special Education, Assistant Principal(s), Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Athletic Director, Campus Nurse(s), Chief Academic Officer, Chief Communications Officer, Counselor(s), Curriculum Supervisor(s), Dean of Instruction, Director for Federal and State Programs, Director of Special Education, Directors, Executive Director of Comm. & Community Relations, Principal(s), Superintendent, Teacher(s)	2025-2026	(F)SE-224 - $54,000, (F)Title I - $15,000, (F)Title II - $3,000, (S)EMAT - $96,529, (S)SE-162 - $17,500, (S)State Comp. Ed. - $34,900	Criteria: 6th Grade Athletic Enrollment Tutor/Mentor List Ripple Effect Usage Reports PBIS Training Log Discipline Data Community In Schools Log Sign-In Sheets 6 to 8 Year Plans Social Worker Logs Surveys Nurse Logs 07/07/25 - Pending

FLOUR BLUFF ISD

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

Objective 1. 2.1 Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will strategically staff based on course counts and essential needs (inclusion teachers). (Target Group: All)	Chief Financial, Bus, & Operations, Deputy Superintendent, Directors, Executive Director of Human Resources, Principal(s), Superintendent	2025-2026	(L)Local Funds	Criteria: Staff Meetings with directors and principals Annual salary analysis 07/07/25 - Pending
2. 2.1B Strategic extracurricular staffing based on student needs and interests. (Target Group: All)	Dean of Instruction, Deputy Superintendent, Director for Federal and State Programs, Directors, Principal(s), Superintendent	2025-2026	(F)Title I - $100, (S)State Comp. Ed. - $100	Criteria: Survey Sign In Sheets Staff Meetings
3. 2.1C Competitive compensation for all categories of employees including stipends. (Target Group: All)	Deputy Superintendent, Directors, Executive Director of Human Resources, Principal(s), Superintendent	2025-2026	(F)SE-224 - $1,135,528, (F)SE-225 - $16,254, (F)Title I - $1,059,199, (F)Title II - $145,441, (F)Title IV - $65,897, (S)CCMR Outcomes Bonus - $204,900.56, (S)CTE 163 - $1,598,356, (S)Dyslexia Allotment - $787,141, (S)Early Education Allotment - $151,283, (S)Regular Program Allotment - $17,905,314.60, (S)SE-162 - $6,512,608, (S)State Comp. Ed. - $2,058,954	Criteria: Compare the annual comparative market analysis to determine if FBISD is competitive with the surrounding area.

FLOUR BLUFF ISD

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

Objective 2. 2.2 Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2A Annual evaluation of attendance at Professional Development. Dyslexia Training Evaluation Training Legal Updates (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Principal(s), Teacher(s)	2025-2026	(S)CTE 163, (S)SE-162 - $40,000	Criteria: Agendas and Participation Rosters Teacher Attendance Surveys
2. 2.2B Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible teachers. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Curriculum Supervisor(s), Dean of Instruction, Deputy Superintendent, Director for Federal and State Programs, Director of Special Education, Principal(s), Teacher(s)	2025-2026	(L)199 C&I	Criteria: Sign In Sheets Certificates Feedback
3. 2.2C Systematically monitor teacher coaching and mentor programs' effectiveness. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All)	Director for Federal and State Programs, Teacher(s)	2025-2026	(L)199 C&I	Criteria: Monitor monthly Mentor Program Sign In Sheets Monitor staff certifications in their content area

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

Objective 3. 2.3 Positive Culture and Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement and systematically sustain wellness event activities and promotions. (Title I SW Elements: 2.2,2.4) (Target Group: All)	Executive Director of Comm. & Community Relations, Principal(s), Teacher(s)	2025-2026	(L)Local Funds	Criteria: Surveys Attendance at activities Track attendance at events
2. 2.3B Implement and systematically sustain staff recognitions. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Executive Director of Comm. & Community Relations, Principal(s), Superintendent	2025-2026	(L)Local Funds	Criteria: Monthly Hornet Hero Luncheons Annual staff appreciation Events Newsletter/Social Media Recognitions School Board Recognitions
3. 2.3C Implement and systematically sustain staff feedback protocols. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All)	Assistant Director of Special Education, Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Dean of Instruction, Department Head(s), Director for Federal and State Programs, Directors, Principal(s), Teacher(s)	2025-2026	(L)Local Funds	Criteria: Listen, Learn, Adjust staff feedback Surveys Committee Meetings
4. 2.3D The District will sustain and enhance school Emergency Operations and Procedures (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All)	Associate Superintendent of Student Services, Directors, Principal(s), Superintendent	2025-2026	(L)Local Funds	Criteria: Feedback from staff/students/parents/community Reviewing the EOP Meetings with campus administrators, directors, public

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 1. 3.1 Increase Family Engagement and Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to engage the community through Family Engagement Conferences, Family social engagements (Military Connected Ice Cream Social and Swim) workshops (ex. Finance 101), ESL Parent Classes, Parent Classes with District Social Worker, Special Education Meetings, in-house parent training, and virtual trainings. (Target Group: All)	Associate Superintendent of Federal and State Prog, Counselor(s), Curriculum Supervisor(s), Director of Special Education, Principal(s), Teacher(s)	2025-2026	(F)Title I - $3,500, (S)State Comp. Ed. - $5,000	Criteria: District and Campus Committee Membership Policies and Procedures Committee Agendas Meeting Minutes Surveys Training Certificates Feedback

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

Objective 2. 3.2 Increase Community Engagement and Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will engage community members through various committees, including the CTE Advisory Committee, Calendar Committee, District Site-Based Committee, District of Innovation, Oceans Committee, District Safety, Math & Science Committee, and Security Committee. The community will be invited to the Homecoming Parade and Christmas In The Bluff, Extra-Curicula send-offs, and pep rallies. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All)	Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Chief Communications Officer, CTE Coordinator, Curriculum Supervisor(s), Director for Federal and State Programs, Directors, Principal(s), Superintendent	2025-2026	(F)Title I - $300, (S)State Comp. Ed. - $500	Criteria: District Committee Membership Committee Agendas and Participation Rosters Committee Meeting Minutes Surveys

FLOUR BLUFF ISD

Goal 3. (Community) Community Satisfaction and Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will engage parents by offering opportunities for feedback and creating awareness of district programs through surveys and face-to-face meetings. Special Education Parent Learning Sessions. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Associate Superintendent of Federal and State Prog, Associate Superintendent of Student Services, Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Executive Director of Comm. & Community Relations, Principal(s), Superintendent, Teacher(s)	2025-2026	(F)Title I - $100	Criteria: Committee Meetings Surveys Media Publications District Publications Communication With Outside Entities

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will establish a budget calendar outlining key dates and deadlines and will set clear parameters to ensure that board members and the community have ample opportunity to contribute their input in the budget creation process. (Target Group:All) (Target Group: All)	Chief Financial, Bus, & Operations, Executive Director of Comm. & Community Relations, Executive Director of Human Resources, Superintendent	2025-2026	(L)Local Funds	Criteria: Budget Calendar, Sign-in Sheets, Budget Parameter document

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

Objective 2. 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and maintain long-range facility plans for current and new facilities. Ensure that buildings and facilities meet and comply with state requirements regarding safety and security. Develop a proactive plan to address current facility issues throughout the district. (Target Group: All) (Target Group: All)	Chief Financial, Bus, & Operations, Director of Facilities, Superintendent	2025-2026	(L)Local Funds	Criteria: Long Range Facility Master Plan, Sign-In Sheets, Systematically updated and regularly monitored and reviewed (FMX), walkthroughs by the maintenance department and administrators periodically.

FLOUR BLUFF ISD

Goal 4. (Financial) Financial Stewardship

Objective 3. 4.3 Effective and Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement effective and efficient operations district-wide to ensure fiscal responsibility. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Chief Financial, Bus, & Operations, Director of Facilities, Superintendent	2025-2026	(L)Local Funds	Criteria: Systematically review work orders and cost (FMX), Grant Opportunities, Energy Assessment

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

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

Flour Bluff ISD Strategic Action Plan
2024-2028

In Flour Bluff ISD We Believe...

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

Mission:

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

Vision:

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

Flour Bluff - Padre Island - NAS/CCAD

Updated: 08/2024

GOAL 1: STUDENTS: WELL-BEING AND ACADEMIC SUCCESS			
Performance Objectives:	**Key Strategic Actions: (Inputs)**	**Progress Measures: (Outputs)**	**Long-Term Desired Outcomes:**
1.1 Safety and Well-Being	1.1A - Monitor and systematically assess the implementation of security processes and policies. 1.1B - Monitor and systematically assess the implementation of the district's counseling program.	1.1.1A - Pass annual intruder detection audits. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks.	1.1A - Develop an EOP with 0 deficiencies based on the Texas State Safety Center Review. 1.1A - Pass all intruder audits with no finding every year. 1.1B -1.1B - By 2028, attendance will increase from 94.1 to 96%. 1.1B -1.1B - By 2028, reduce the number of discretionary SDGC placements by 25% 1.1B -1.1B - By 2028, reduce the number of failures in all credit-bearing courses by 25% 1.1B - ECC-Elementary - 100% of students get monthly Character Education lessons from the counselors. 1.1A - By 2028, increase the Safety & Well-Being Student Survey Questions that students feel safe at school from from 50% to 80%.
1.2 Annually increase Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, & Social Studies	1.2A - Monitor alignment between written, taught, and assessed curriculum. 1.2B - Monitor and assess the district's Professional Development program. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level.	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)	1.2 - By 2028, the district and all campuses will earn and maintain an "A" rating. By 2028, the % of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 60% and STAAR Math will increase from 42% to 52%. By 2028, the % of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 63% and STAAR Math will increase from 41% to 53%. By 2028, the % of 5th grade students at meets grade level on STAAR RLA will increase from 60% to 71%, STAAR Math will increase from 46% to 60%, STAAR Science will increase from 40% to 60%. By 2028, the % of 6th grade students at meets grade level on STAAR RLA will increase from 66% to 75% and STAAR Math will increase from 45% to 55%. By 2028, the % of 7th grade students

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

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

GOAL 3: COMMUNITY SATISFACTION AND ENGAGEMENT			
Performance Objectives:	**Key Strategic Actions: (Inputs)**	**Progress Measures: (Outputs)**	**Long Term Desired Outcomes:**
3.1 Increase Family Engagement & Satisfaction	3.1A - Systematically monitor and sustain family engagement activities. 3.1B - Monthly Family Engagement Opportunities. 3.1C - Continuous improvement for Volunteer opportunities.	3.1A - Calendar monitoring of campus engagement events. (District & Campus Events Calendar) 3.1B - Family Participation Monitoring (Sign-In Sheets) 3.1C - Volunteer Participation Monitoring (HR Volunteer List)	By 2028, 100% of events on the district and campus events calendars occurred. Parent Survey Questions Volunteer Total Year to Year
3.2 Increase Community Engagement & Satisfaction	3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. 3.2C - Increase and sustain district-wide participation with the Corpus Christi Food Bank and local food ministry partners.	3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) 3.2B - Monitoring frequency of campus and district community service projects. (MOY) 3.2C - Evaluate the number of participants supporting the food bank. (MOY)	3.2A - EOY Facility Request Software Report 3.2B - EOY Community Service Projects Report 3.2C -Evaluate the number of participants supporting the food bank. (EOY)
3.3 Increase Local, State, Federal, & Governmental Relationships	3.3A - Increase Communication with Local, State, Federal, and Government Agencies 3.3B - Increase Participation with Local, State, Federal, and Government Agencies	3.3A - Governmental Agency Monitoring Calendar (Monthly) 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. 3.3B - Monitor and Increase the MOU/LOA agreements.	3.3A - Governmental Agency Monitoring Calendar (Annual) 3.3B - EOY MOU/LOA agreements

GOAL 4: FINANCIAL STEWARDSHIP			
Performance Objectives:	**Key Strategic Actions: (Inputs)**	**Progress Measures: (Outputs)**	**Long Term Desired Outcomes:**
4.1 Transparent and Effective Budget Development and Management System	4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo	4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports	4.1A&B - Maintain an A in the FIRST rating. 4.1A&B - Maintain Unqualified Audit Opinion
4.2 Facility Management	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	4.2 - District/Campus Facility Assessments 4.2 - Demographic Report 4.2 - Financial Advisor Report	Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed
4.3 Effective & Efficient Operations	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)	4.3A - Alignment of Expenditures and Revenues 4.3B - Increase funding and grant opportunities 4.3C - Establish energy management program through Long Range Planning Committee. 4.3D - Quicker turnaround time (baseline data needed)	4.3A - Alignment of Expenditures and Revenues 4.3B - Increase funding and grant opportunities 4.3C - Reduce energy and decrease energy costs. Once a baseline is established we will determine a goal for 2028. 4.3D - Quicker turnaround time (baseline data needed)

Flour Bluff ISD District Family Engagement Plan -- 2025-2026

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

Facilitate family-to-family support	The FBISD plan will include Parent Liaisons at each elementary campus to assist with the campus-family relationship and provide parents with opportunities to participate in district and campus initiatives such as: ~ Parent Teacher Organization ~ Flour Bluff ISD newsletter ~ Evening hands-on activities ~ Goal-oriented home visits to identify strengths, interests, and needs
Establish a network of community resources	FBISD, in partnership with community organizations, will establish resources that provide services to the students to equip parents and caregivers to identify and appreciate their children's development and growth. Some of the resources will include: ~ Circles of Care ~ Family and Community Health Services ~ Mission of Mercy ~ Catholic Charities ~ District Social Worker ~ Timon's Ministries ~ Bayview Behavioral Services
Increase family participation in decision-making	FBISD encourages family participation in decision-making. Their contributions are crucial to a well-rounded and wellthought-out plan that will facilitate support for all stakeholders and impact positive student achievement. Parents will be invited to participate and serve: ~ Campus and District-Wide Site-Based Decision-Making Committees (SBDM) ~ Parent Teacher Organizations ~ Scheduled district and campus-level meetings ~ Invite family feedback on activities ~ Surveys
Equip families with tools to enhance and extend learning	FBISD will equip families with learning opportunities to enhance and extend knowledge by providing parents with athome activities that are age and developmentally appropriate for the children, such as: ~ Campus Literacy Events ~ Make and Take Sessions ~Summer Camps
Provide ongoing professional development opportunities for educators on culturally responsive, evidence-based strategies that support the education of the child	FBISD's goal is to bring awareness of the Parental Involvement Program, ESSA/Federal requirements, and guidelines, emphasizing the value and impact of parents' contribution to the school. ~ Staff development offered at administrator, faculty, and department meetings ~ Develop staff skills to support families in meeting their learning goals ~ Develop effective communication strategies ~ Region 2 trainings
Evaluate family engagement efforts and use evaluations for continuous improvement	Training, workshops, meetings, and parental involvement activities have an evaluation that allows parents to express their views on the value of the activity. ~ Use parent input to provide valuable information in the planning, development, and implementation of programs ~ Compile evaluation data and use it to plan and implement a more effective Parental Involvement Program

Meeting Minutes, District Site Base and Decision-Making Committee (SBDM) met at the Administration Board Room on September 17, 2025. The committee was welcomed, and all members introduced themselves.

A short review of Policy BQA (Legal) was given so members would gain an understanding of the planning and decision-making process at the district level.

Sarah Chapman reviewed Title I: Part A: Improving the Academic Achievement of the Disadvantaged purpose and distributed the Family Engagement Policy required by Title I for the 2025-2026 school year to the committee members for their review.

Sarah Chapman then reviewed Flour Bluff ISD's Strategic Action Plan 2024-2028 with the committee and distributed copies of the Plan to members and described how the goals and objectives aligned completely on a macro level with the district improvement plan.

Goal One: Students: Well-Being and Academic Success and correlating objectives were explained by Mr. James Crenshaw, Associate Superintendent for Student Services.

Goal Two: Faculty & Staff: Well-Being, Professional Development and Growth and correlating objectives were explained by Mrs. Nikki White, Associate Superintendent for Curriculum and Instruction.

Goal Three: Community Satisfaction and Engagement Growth and correlating objectives were explained by Mrs. Sarah Chapman, Director of Federal and State Programs.

Goal Four: Financial Stewardship and correlating objectives were explained by Mr. Tommy Molina, CFO.

Strategies/Activities and evaluative tools that the district will use throughout the year were discussed for each goal and committee members made suggestions and revisions and gave feedback as each goal was discussed.

The District Improvement Plan will be presented to the school board for approval on September 25, 2025.

Flour Bluff ISD
District Site Based Committee Meeting
Agenda
September 17, 2025

I. Welcome/Introductions

II. Overview of the District Site Base Committee

III. Title 1, Part A, Parent and Family Engagement Policy and relevance to the District Improvement Plan

IV. Flour Bluff ISD Strategic Action Plan 2024-2028

V. District Improvement Plan

Flour Bluff ISD District Site Base Committee 2025-2026

September 17, 2025, Meeting

Name	Position	Sign-In
Chris Steinbruck	Superintendent	
Martinez, Christina	ECC Admin – 1st Year	C. Martinez
Olson, Carlee	ECC Teacher – 2nd Year	C. Olson
Arredondo, Brenda	ECC Teacher – 2nd Year	B. Arredondo
Meurer-Busby, Mendy	ECC Parent – 2nd Year	Mendy Meurer Busby
Ames, Cindy	Primary Teacher – 2nd Year	Cindy Ames
Pedraza, Kerri	Primary Teacher – 2nd Year	
Breazeale, Joanna	Primary Asst. Principal – 1st Year	Joanna Breazeale
Lopez, Amber	Primary – Parent 2nd Year	
Kalo, Amanda	Elementary Teacher – 1st Year	AKalo
McAliley, Carly	Elementary Teacher – 2nd Year	C McAliley
Kesselring, Madonna	Elementary – Counselor – 1st Year	D Kesselring
Taylor, Rebecca	Elementary – Parent – 2nd Year	
Moorer, Terry	Intermediate Teacher – 1st Year	Terry Moorer
Maxwell, Mary	Intermediate Teacher- 1st Year	
Stringer, Brandi	Intermediate Asst. Principal – 1st Year	Brandi Stringer
Tirado, Nicole	Intermediate Parent – 2nd Year	
Adams, Kristen	Junior High Teacher – 1st Year	K Adams
Zartuche, Amanda	Junior High Teacher – 1st Year	A Zartuche
Calabrese, Meredith	Junior High Parents – 1st Year	M Calabrese
Aguilar, Amanda	Junior High Asst. Principal – 2nd Year	Amanda Aguilar
Smith, Rebecca	High School Teacher – 1st Year	R Smith
Page, Mary	High School Teacher – 1st Year	Mary Page
Huckabee, Stephanie	High School Teacher – 1st Year	S Huckabee
Elliott, Crystal	High School Admin. – 1st Year	C Elliott
Pfeffer, Tammy	High School Parent – 2nd Year	Tammy M Pfeffer
Schoene, Michelle	Business Rep. – 2nd Year	Michelle Schoene
Ramirez, Javier	Business Rep. – 2nd Year	
Harris, Elizabeth	Community Rep. – 2nd Year	Elizabeth Harris
Chapman, Sarah	District	
Crenshaw, James	District	
White, Nicole	Guest	N. White
Molina, Tommy	Guest	