FLOUR BLUFF J H

Flour Bluff Junior High Campus Improvement Plan
2025/2026

It pays to be Responsible, Respectful, and Productive at Flour Bluff Junior High.

Brodie Wallace
207 Hustlin' Hornet
361-694-9395
bwallace@flourbluffschools.net

FLOUR BLUFF J H

Mission

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

Vision

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

Goals of Flour Bluff Junior High:

Goal 1: Student 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

FBJH SBDM Committee

Name	Position
Crenshaw, James	District Professional
Wallace, Brodie	Principal
Aguilar, Amanda	Assistant Principal
Krnavek, Jennifier	Dean of Instruction
Buitenhuis, Carol	Non-classroom Paraprofessional
Henderson, George	Teacher
Salinas, Victoria	Teacher
Papenfuss, Matthew	Teacher
Samuels, Harry	Teacher
BOYD, BRETT	Teacher
Cox, Mandy	Parent
Chapa, Kimberly	Community Member
Green, Tina	Business Member
Beseda, Katy	Parent
Gooding, Katelyn	Community Member
Danglade, Danielle	Business Member

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Flour Bluff Junior High has:
Strong special education and 504 programs
Multi-Tiered Support System for at-risk students
Attendance committee and incentive programs
Mentor program
Positivity Project
Extra-curricular activities and clubs

Demographics Weaknesses

The campus enrollment is down.

Demographics Needs

The campus will continue to provide programs and support to attract students and highly qualified staff members.

Demographics Summary

7th Grade Demographics: American Indian - 0, Asian - 7, African American - 8, Native Hawaiian - 2, White - 198, Hispanic - 205, Multi-Race -26
Total 7th Grade Students:446

8th Grade 236: American Indian - 1, Asian - 9, African American - 5, Native Hawaiian - 2, White - 173, Hispanic - 226, Multi-Race -18
Total 8th Grade Students:444

Total 7th and 8th Grade Students:890

Demographics Summary (Continued)

Student Achievement

Student Achievement Strengths

The campus received a rating of "A" on the 2025 Preliminary Accountability Report Card with an overall score of 91.
The campus earned 7 out of 7 distinctions.

Student Achievement Weaknesses

The campus would like to increase scores in approaches, meets and masters in all tested subject areas.
RLA class sizes are larger than in years past.

Student Achievement Needs

Improve STAAR performance in all tested subject areas.
Hire an additional RLA teacher to alleviate the larger class sizes.

Student Achievement Summary

2025 STAAR & TELPAS Performance

8th Grade Reading: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 89% 74% 46%
Hispanic 87% 69% 41%
Asian 100% 100% 85%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

African American 75% 50% 25%
White 90% 79% 50%
Two or More Races 95% 82% 50%
Economically Disadvantaged 84% 61% 33%
Emergent Bilingual/English Learner 71% 47% 18%
Special Education 51% 26% 11%
Gifted and Talented 100% 100% 95%
At-Risk 77% 50% 18%

8th Grade Math: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 82% 63% 33%
Hispanic 80% 58% 27%
Asian 100% 100% 100%
African American 43% 29% 0%
White 85% 67% 37%
Two or More Races 89% 74% 53%
Economically Disadvantaged 74% 49% 19%
Emergent Bilingual/English Learner 83% 50% 0%
Special Education 42% 22% 4%
Gifted and Talented 100% 99% 88%
At-Risk 67% 37% 9%

8th Grade Science: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 84% 62% 28%
Hispanic 81% 56% 20%
Asian 100% 100% 77%
African American 38% 13% 0%
White 88% 69% 33%
Two or More Races 86% 67% 38%
Economically Disadvantaged 75% 51% 17%
Emergent Bilingual/English Learner 71% 41% 12%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Special Education 51% 26% 5%
Gifted and Talented 100% 100% 79%
At-Risk 67% 36% 7%

8th Grade Social Studies: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 75% 47% 27%
Hispanic 69% 40% 21%
Asian 100% 77% 62%
African American 50% 13% 0%
White 81% 52% 31%
Two or More Races 81% 62% 33%
Economically Disadvantaged 67% 34% 16%
Emergent Bilingual/English Learner 65% 18% 12%
Special Education 34% 18% 7%
Gifted and Talented 99% 96% 79%
At-Risk 51% 22% 7%

Algebra I: Percentage: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 99% 96% 87%
Hispanic 100% 94% 87%
Asian 100% 100% 100%
African American 100% 100% 100%
White 98% 95% 86%
Two or More Races 100% 100% 71%
Economically Disadvantaged 98% 98% 88%
Emergent Bilingual/English Learner 100% 100% 100%
Special Education 100% 100% 100%
Gifted and Talented 100% 100% 96%
At-Risk 100% 81% 63%

7th Grade Reading: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 83% 61% 33%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Hispanic 81% 56% 29%
Asian 100% 100% 100%
African American 75% 25% 0%
White 86% 64% 33%
Two or More Races 84% 74% 47%
Economically Disadvantaged 73% 48% 20%
Emergent Bilingual/English Learner 75% 44% 0%
Special Education 32% 9% 0%
Gifted and Talented 99% 95% 81%
At-Risk 62% 35% 11%

7th Grade Math: Percentage Approaches, Percentage Meets, Percentage Masters
All Students 83% 64% 25%
Hispanic 82% 64% 23%
Asian 100% 100% 100%
African American 50% 25% 25%
White 86% 66% 25%
Two or More Races 71% 57% 14%
Economically Disadvantaged 78% 56% 22%
Emergent Bilingual/English Learner 81% 38% 0%
Special Education 45% 22% 5%
Gifted and Talented 93% 93% 43%
At-Risk 66% 40% 12%

8th Grade TELPAS: Reading Advanced High, Listening Advanced High, Speaking Advanced High, Writing Advanced High
All Students 53% 53% 0% 6%
Hispanic 54% 46% 0% 0%
Asian 0% 100% 0% 0%
White 50% 50% 0% 50%
Economically Disadvantaged 64% 55% 0% 9%

Student Achievement Summary (Continued)

Special Education 0% 50% 0% 0%
Gifted and Talented 100% 100% 0% 100%

7th Grade TELPAS: Reading Advanced High, Listening Advanced High, Speaking Advanced High, Writing Advanced High
All Students 29% 59% 0% 18%
Hispanic 29% 50% 0% 14%
White 33% 100% 0% 33%
Economically Disadvantaged 18% 45% 0% 9%
Special Education 0% 50% 0% 0%

School Culture and Climate

School Culture and Climate Strengths

Flour Bluff Junior High's Strengths are:
School discipline
Provide HEB Foundation Camp and Corpus Christi Hooks game as positive based intervention strategies
Mentorship and building relationships through our advisory support.
Positivity Project
Professional Learning Communities for planning and discussion.
Access to resources such as the "Report Bullying" button on the district website, safety and security personnel, observant staff, conscientious students, and parents.
Teachers in 7th and 8th grade core content areas are provided a common planning time.
Students are offered Advanced courses in 5 academic areas.
All students have an advisory class to work on strategies in all content areas, have their grades checked by the advisory teacher, and attend tutorials as needed.
Students are provided multiple opportunities to take high school credit classes, in which counselors and classroom teachers monitor their progress.
The FBJH Leadership Team (consisting of department chair teachers and admin) was established and meets each grading period to review data, discipline, needs assessment, etc.

School Culture and Climate Strengths (Continued)

The district has provided a Police Officer and a security guard hired by Flour Bluff ISD to work on our campus full-time.
We have the capability to be a one-device-to-one-student campus.

School Culture and Climate Weaknesses

Due to increased safety security measures and the extra demands on teachers and administrators, faculty and staff are experiencing additional challenges on campus.

School Culture and Climate Needs

Due to increased safety and security measures being implemented, the campus needs to provide multiple strategies and processes to address the social and emotional needs of all students and staff. In addition, the campus needs to address the logistical safety needs of the campus buildings.

School Culture and Climate Summary

Flour Bluff Junior High follows the Positive Behavioral Interventions and Support (PBIS) philosophy. This philosophy encourages students to make good choices in all aspects of their lives. Students are then rewarded for their good behavior. The PBIS efforts have been focused on ensuring that our school has effective and efficient systems in place surrounding the behavior of students. It involves teaching and promoting the desired behavior of students and how to effectively address inappropriate student behavior. Advisory teachers use the Positivity Project weekly to promote positive character education in students. FBJH Counselors annually address topics such as suicide prevention, human trafficking awareness, family and dating violence, human sexuality, and child abuse.

Teachers on campus work in Professional Learning Communities where they are able to collaborate on curriculum with other teachers, analyze data with administrators, and develop plans to meet students' needs.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Flour Bluff Junior High and FBISD offer the following benefits:
Competitive salary and stipends
Professional development opportunities
Great students
Campus-developed new teacher mentor program
Professional Learning Community planning and curriculum development format
Campus and District Site-Based Decision Making Team participation and representation
Campus proximity to feeder campuses

Staff Quality, Recruitment and Retention Weaknesses

The campus will work with the district to continue to offer competitive compensations and benefit packages to retain teachers. There is a lack of applicants for specialized teaching positions.

Staff Quality, Recruitment and Retention Needs

New teachers continue to need guidance and support from experienced teachers and administrators on campus. To recruit applicants for specialized teaching positions, the campus and district need to attend college job fairs locally and around the state.

Staff Quality, Recruitment and Retention Summary

All teachers are certified in their subject area at the Junior High campus. The district utilizes TalentEd as an online tool for applicants to apply for all available positions in Flour Bluff ISD. The district increased employee salaries and stipends and implemented stipends for hard-to-fill positions. Campus administrators developed a campus-specific new teacher mentor program to meet the needs of new junior high teachers. Overall, teachers at the Junior High campus are highly committed to helping the campus achieve its goals.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

Flour Bluff Junior High maintains quality curriculum and instruction through:
Teacher created curriculum ensuring K-12 vertical alignment
Highly qualified staff
Texas specific research-based curriculum
TEKS-based teacher-created curriculum
TEKS-based instructional technology platforms integrated into the curriculum when appropriate
Assistant Principal of Student Services to help with student interventions and assessments

Curriculum, Instruction and Assessment Weaknesses

Teachers and staff utilize most of their professional development days creating curriculum rather than attending other professional development opportunities.

Curriculum, Instruction and Assessment Needs

The campus would like for each content area to have a dedicated professional development day for teachers to learn new research-based, content-specific strategies to engage learners at all levels.

Curriculum, Instruction and Assessment Summary

The campus utilizes a teacher-created curriculum in Math, English, Social Studies and Science. Seventh and eighth grade students take all state-mandated STAAR assessments. Students enrolled in Algebra I take the Algebra I End-of-Course exam. The campus has an Assistant Principal of Student Services to assist in student interventions which allows other administrators to be in the classrooms and support teachers as instructional resources.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

Parent involvement activities include:
Spring and Fall Open Houses
Google Classroom access
Skyward Parent Access
Monthly newsletter
Step 7 Student and Parent Orientation
Step 8 Student and Parent Orientation
Hello Freshman Orientation to Flour Bluff High School
Parent informational meetings regarding STAAR testing, Algebra I End-of-Course testing, Advanced classes, high school credit classes, Advanced Placement, Dual Credit courses, Signs of Suicide, Child Abuse, Dating Violence, Family Violence, and Human Trafficking Prevention
Campus Site-Based Decision Making Committee
Athletic Booster Volunteers
Theatre, Band and Choir performances
Mentor Program
Duke Parent Meeting
Teacher Appreciation events

Family and Community Involvement Weaknesses

The campus will continue to improve parent involvement and engagement at the Junior High campus and offer multiple opportunities for parent participation.

Family and Community Involvement Needs

The campus needs to increase the percentage of parents involved with the school by promoting academic, athletic and fine arts events for parents to attend, as well as surveys for parents to complete.

Family and Community Involvement Summary

Flour Bluff Junior High encourages parents to be involved in their child's academic and extra-curricular success. Parents have access to their child's grades and attendance through the Skyward Parent Portal. Parents are informed about school events through Skyward and the campus Facebook page, and class information through access to Google Classrooms and communication via email, phone calls, and one-way messaging apps such as Remind.

School Context and Organization

School Context and Organization Strengths

The strengths of Flour Bluff Junior High include:

Students have eight scheduled classes on a traditional schedule where each instructional class is 49 minutes and Advisory is 34 minutes.
We offer many high school credit courses: Art I, Theater Arts I, Algebra I, Geometry, Principles of Business Marketing and Finance, Principles of Health Science, Principles of Arts, Audio, Visual, Technology and Communications, and Principles of Information Technology, Spanish I and Spanish II.
We offer five Career and Technical Education courses.
We offer a unique Coastal Explorers course and an Outdoors Adventures course.
We offer Advanced 8th grade United States History, Advanced 7th grade Texas History, Advanced 7th and 8th grade English, Advanced 7th and 8th grade Science, Advanced 7th grade Math, Math 7 GT, Advanced Spanish I and Advanced Spanish II.
Professional Learning Communities discuss academic and discipline needs, as well as Multi-Tiered Support System (MTSS) strategies for all students.

School Context and Organization Weaknesses

Currently, the junior high has an enrollment of roughly 900 students with varying levels of academic, social, emotional and disciplinary needs.

School Context and Organization Needs

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

The campus would like to offer a student choice, curiosity and passion driven project-based research class to address the needs of those students who are not ready for the academic demands of a high school credit class. The campus would like to create a class for our Emergent Bilingual students to help them assimilate to American school culture and create additional clubs for students to join.

School Context and Organization Summary

Flour Bluff Junior High continues to be partners in our community through parent involvement activities, athletic, and extracurricular activities. Parents and students perceive Flour Bluff ISD as a school district that offers many academic courses to prepare students for college, career and military opportunities. Students are immersed in a dedicated academic schedule that consists of rigorous core content as well as many high school and career and technology elective choices.

Technology

Technology Strengths

Our technology strengths are:
All core content area rooms are equipped with a display TV.
All core content area classrooms have a cart of 30 (or more) chromebooks for students to use for instruction.
8th Grade Math, Algebra I, and Geometry students utilize N-spire graphing calculators to prepare for high school level course work.
47 class sets of chromebook carts
Digital library
Google educational suite used by teachers and students

Technology Weaknesses

Teachers continue to need support and training in effective classroom technology integration.

Comprehensive Needs Assessment

Technology Needs

The campus needs a full-time computer technician and a full-time educational technology specialist to support the ever-increasing technology demands of students and staff.

Technology Summary

The Junior High Technology Committee works to ensure that technology needs are met throughout the campus.

Other

Other Summary

FBJH Top 5 Priorities

1: Continue to increase attendance rates through consistent communication with parents, utilization of attendance contracts and the truancy officer, as well as Positive Behavior Initiative Support strategies.

2: Maintain a safe and secure campus to create an effective learning environment for all students and staff members.

3: Focus on staff and student's social and emotional well-being through a positive school culture and climate. The campus will provide resources, strategies, and support to enable students and staff to create a balance between their educational and personal lives.

4: Explore and implement innovative teaching methods to ensure academic gaps are effectively addressed. Continue to analyze academic data and provide data-driven instructional strategies during team meetings and PLCs, focusing on differentiating and implementing interventions to increase performance in all academic areas for all student subgroups.

5: Implement college, career and military readiness strategies to develop students’ organizational abilities and creative thinking, and guide students to take ownership of their learning. Use appropriate technology as an instructional resource to ensure student success.

FLOUR BLUFF J H

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

Objective 1. (SEL) 1.1 Safety and Well-being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1A - Monitor and systematically assess the implementation of security processes and policies. 1.1B - Monitor and systematically assess the implementation of the district's counseling program. (Target Group: All,AtRisk,7th ,8th)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Librarian(s), Principal, Teacher(s)	2025-2026	(S)CTE 6300 - $6,000, (S)State Comp. Ed. - $1,690	Criteria: 1.1.1A - Pass annual intruder detection audits. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. 09/08/25 - Some Progress

FLOUR BLUFF J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.2A - Monitor alignment between written, taught, and assessed curriculum. 1.2B - Monitor and assess the district's Professional Development program. 1.2C - Enhance and sustain PLCs/Data Meeting protocols. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Curriculum Supervisor, Librarian(s), Principal, Teacher(s)	2025-2026	(F)CTE - $4,334, (F)Title IIA Principal and Teacher Improvement - $900, (F)Title IV 6200 - $150, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,567, (S)State Comp. Ed. - $1,691	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets on State Testing (STAAR/EOC) 1.2.1A-C - Annual Meets increase on local district benchmarks from BOY to MOY (DMAC). 09/08/25 - Some Progress

FLOUR BLUFF J H

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

Objective 3. (CCMR) Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide the resources, training, and support necessary for students to succeed by: Career and College Exploration class for all 7th Graders Awareness of pathways for advanced and high school credit classes High school counselors visiting with students Weekly college topics through Career and College Exploration classes Awareness of CTE pathways and certification Interaction with the military liaison Anchored4Life Program LOTC Positivity Project SoS Counselor presentations (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-2026	(F)CTE - $4,333, (F)Title IIA Principal and Teacher Improvement - $900, (F)Title IV 6200 - $150, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,567, (S)State Comp. Ed. - $1,691	Criteria: Test Scores Lesson Plans Training Agenda Sign-In Sheets Educational Plans Transcripts Course Guides Parent Nights Counselor Communication Logs Guest speakers/presenters Career Fair Weekly College Spirit Days Info of the Week for CCE classes Monthly Anchored4Life Report Discussion Talks Open House Military Campus Visit 09/08/25 - Some Progress

FLOUR BLUFF J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.4A - Raise awareness of available extra/co-curricular activities/clubs. 1.4B - Survey student interest, evaluation of current programs, and participation in extracurricular activities/clubs. (Activity Rosters) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Curriculum Supervisor, Librarian(s), Principal, Teacher(s)	2025-2026	(F)Title IIA Principal and Teacher Improvement - $900, (F)Title IV 6200 - $150, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,567, (S)State Comp. Ed. - $1,691	Criteria: 1.4A-B - Bi-annual evaluation via student enrollment in extra/co-curricular activities and clubs. Ticket sales for extra/co-curricular activities. 09/08/25 - Some Progress

FLOUR BLUFF J H

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

Objective 1. (Compensation) Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-2026	(F)CTE - $4,333, (F)Title IIA Principal and Teacher Improvement - $900, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,566, (S)State Comp. Ed. - $1,691	Criteria: 2.1A - Annual salary analysis with the region. 2.1B - Annual stipend analysis with the region. 2.1C - Annual Comparative Market Analysis. 09/08/25 - Some Progress

FLOUR BLUFF J H

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

Objective 2. (Professional Development) Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2A - Annual evaluation of attendance at Professional Development. 2.2B - Systematically analyze and calibrate annual T-TESS evaluations for TIA-Eligible teachers. 2.2C - Systematically monitor Teacher Coaching and Mentor Programs effectiveness. (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Curriculum Supervisor, Principal, Public Information Coordinator, Teacher(s)	2025-2026	(F)Title IIA Principal and Teacher Improvement - $900, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,566, (S)State Comp. Ed. - $1,691	Criteria: 2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) 2.2B - Bi-Annual T-TESS calibrations (Google Forms) 2.2C - Monitor (and adjust) monthly Mentor Program and Curriculum Team Meetings. 09/08/25 - Some Progress

FLOUR BLUFF J H

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

Objective 3. (Culture & Environment) Positive Culture and Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 and procedures. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2025-2026	(F)Title IIA Principal and Teacher Improvement - $900, (F)Title IV 6200 - $150, (F)Title IV 6400 - $400, (L)GT 6200 - $6,424, (S)CTE 6300 - $3,566, (S)State Comp. Ed. - $1,690	Criteria: 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. 09/08/25 - Some Progress

FLOUR BLUFF J H

Goal 3. (Community) Community Satisfaction and Engagement

Objective 1. (Family Engagement & Satisfaction) Increase family engagement and satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1A - Systematically monitor and sustain family engagement activities. 3.1B - Monthly family engagement opportunities. 3.1C - Continuous improvement for volunteer opportunities. (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Principal, Teacher(s)	2025-2026	(L)GT 6200 - $6,424, (S)State Comp. Ed. - $1,690	Criteria: 3.1A - Calendar monitoring of campus engagement events. (Campus Events Calendar) 3.1B - Family participation monitoring (Sign-In sheets) 3.1C - Volunteer participation monitoring (HR Volunteer List) 09/08/25 - Some Progress

FLOUR BLUFF J H

Goal 3. (Community) Community Satisfaction and Engagement

Objective 2. (Community Engagement & Satisfaction) Increase community engagement and satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (Target Group: All) (Strategic Priorities: 3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-2026	(L)GT 6200 - $6,424, (S)State Comp. Ed. - $1,690	Criteria: 3.2A - Monitor the Campus Calendar of scheduled events. (MOY Facility Request Software) 3.2B - Monitor the frequency of campus community service projects. 3.2C - Evaluate the number of participants supporting the food bank. 09/08/25 - Some Progress

FLOUR BLUFF J H

Goal 3. (Community) Community Satisfaction and Engagement

Objective 3. (Governmental Relationships) Increase local, state, and federal governmental relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.3A - Increase communication with local, state, and federal government agencies. 3.3B - Increase participation with local, state, and federal government agencies. (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-2026	(L)GT 6200 - $6,424, (S)State Comp. Ed. - $1,690	Criteria: 3.3A - Governmental Agency Monitoring Calendar (Monthly) The Events Calendar has been added to the campus web page. We will update this calendar monthly with upcoming events and key dates. 3.3B - Monitor and increase MOU/LOA agreements. 09/08/25 - Some Progress

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

Objective 1. (Budget) Transparent and effective budget development and management system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.1A - Sustain proactive budget workshops. 4.1B - Implement and sustain budget parameter memo. (Target Group: All) (Strategic Priorities: 1,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2025-2026	(L)GT 6200 - $6,424	Criteria: 4.1A-B - Monthly budget parameter updates 4.1A-B - Monthly financial reports 09/08/25 - Some Progress

FLOUR BLUFF J H

Goal 4. (Financial) Financial Stewardship

Objective 2. (Facilities) Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.2A - Create and sustain Long-Range Facility Plan - New Facilities 4.2B - Create and sustain Long-Range Facility Plan - Current Facilities 4.2C - Secure buildings/facilities (Target Group: All) (Strategic Priorities: 1,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2054-2026	(L)GT 6200 - $6,424	Criteria: 4.2 - Campus facility assessment 4.2 - Demographic report 4.2 - Financial Advisor report 09/08/25 - Some Progress

FLOUR BLUFF J H

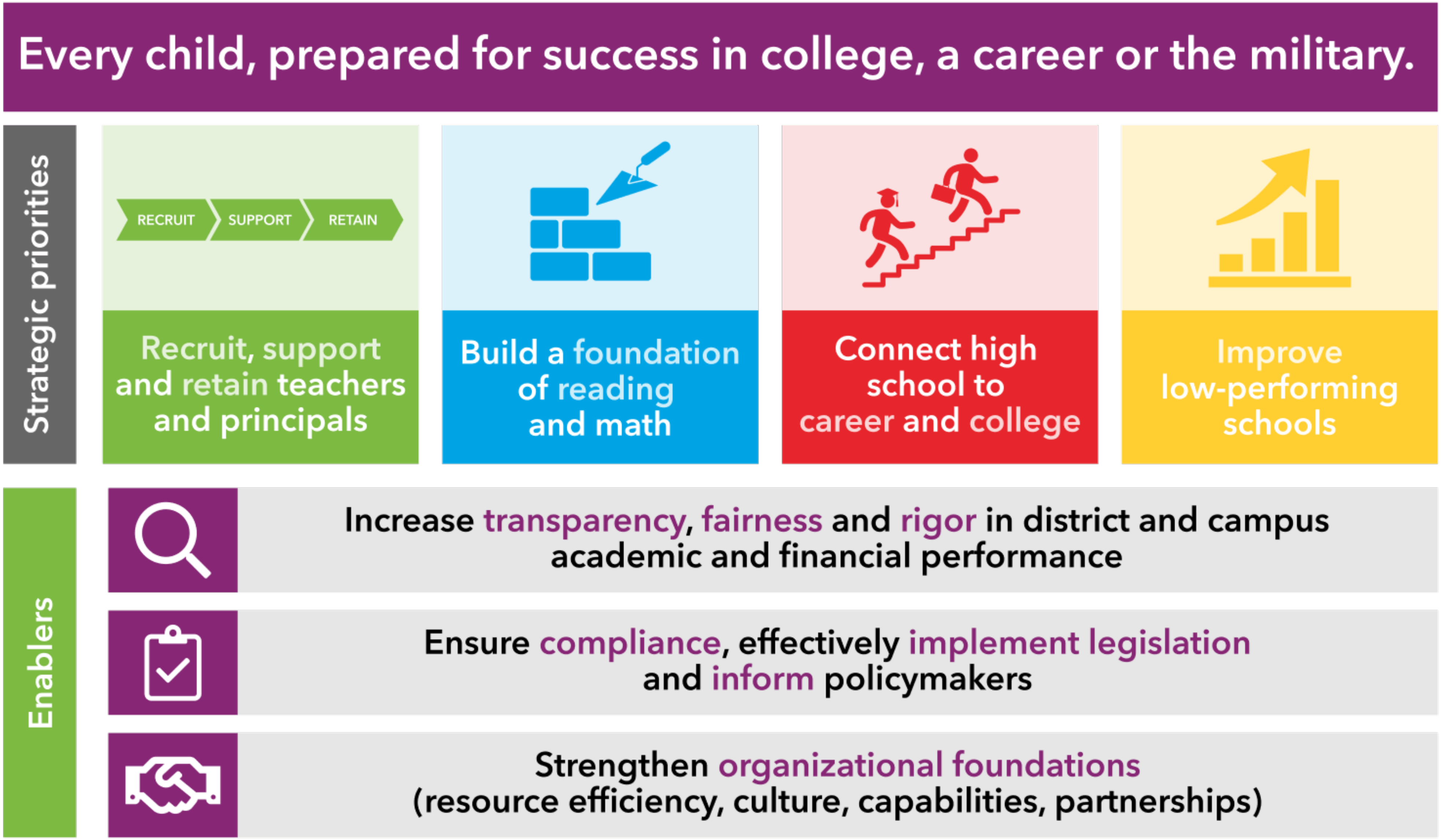
Goal 4. (Financial) Financial Stewardship

Objective 3. (Operations) Effective and efficient operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.3A - Expenditure Projection Plan 4.3B - Maximize existing funding/grant opportunities 4.3C - Energy management 4.3D - Effectively utilize the work order system (FMX) (Target Group: All) (Strategic Priorities: 1,2,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2025-2026	(L)GT 6200 - $6,424	Criteria: 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) 09/08/25 - Some Progress

Resources

Resource	Source	Budget Code	Amount
CTE	Federal	244-00-0000-00-000-0-00-0-00	$7,700
Title IIA Principal and Teacher Improvement	Federal	255-00-0000-00-000-0-00-0-00	$3,485
Title IV 6200	Federal	289-13-6239-00-000-0-00-0-00	$600
Title IV 6300	Federal	289-11-6399-00-000-0-00-0-00	$6,000
Title IV 6400	Federal	289-13-6411-00-000-0-00-0-00	$400
GT 6200	Local	199-00-0000-00-000-0-00-0-00	$102,000
CTE 6300	State	163-00-0000-00-000-0-00-0-00	$16,150
State Comp. Ed.	State	161-00-0000-00-000-0-00-0-00	$19,400



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

FBJH Top 5 Priorities
2025-2026

1: Continue to increase attendance rates through consistent communication with parents, utilization of attendance contracts and the truancy officer, as well as Positive Behavior Initiative Support strategies.

2: Maintain a safe and secure campus to create an effective learning environment for all students and staff members.

3: Focus on staff and student's social and emotional well-being through a positive school culture and climate. The campus will provide resources, strategies, and support to enable students and staff to create a balance between their educational and personal lives.

4: Explore and implement innovative teaching methods to ensure academic gaps are effectively addressed. Continue to analyze academic data and provide data-driven instructional strategies during team meetings and PLCs, focusing on differentiating and implementing interventions to increase performance in all academic areas for all student subgroups.

5: Implement college, career and military readiness strategies to develop students' organizational abilities and creative thinking, and guide students to take ownership of their learning. Use appropriate technology as an instructional resource to ensure student success.

Flour Bluff Junior High 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

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 - Pass all intruder audits with no finding every year. 1.1B - By 2026, attendance will increase from 94.1 to 96%. 1.1B - By 2026, reduce the number of discretionary SDGC placements by 10% 1.1B - By 2026, reduce the number of failures in all credit-bearing courses by 10% 1.1A - By 2026, increase the Safety & Well-Being Student Survey Questions that students feel safe at school from 50% to 60%.
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 Meets or On Grade Level on State Testing (STAAR/EOC) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)	1.2 - By 2026, the campus will maintain an "A" rating. By 2026, the % of 7th grade students at meets grade level on STAAR RLA will increase from 61% to 71% and STAAR Math will increase from 64% to 70%. By 2026, the % of 8th grade students at meets grade level on STAAR RLA will increase from 74% to 78%, STAAR Math will increase from 63% to 70%, Science will increase from 62% to 70%, and Social Studies will increase from 47% to 53%. By 2026, the % of EOC students at meets grade level on Algebra I will increase from 96% to 98%,
1.3 Annually increase CCMR results	1.3A - Promote student graduation pathways through Career & College Exploration classes 1.3B - Align student graduation plans with correct pathways. 1.3C - Track and monitor students who leave the district (98s)	1.3A - All 7th graders take a Career & College Exploration class. 1.3B - Encourage all students to complete a level I pathway course by the end of 8th grade. 1.3C - Administrators and registrar will work together to follow-up with students who leave the district (98s)	1.3A - By 2026, the district will increase the Six-Year Graduation Rate from 88% to 96%. 1.3B - By 2026, the campus will assist the district in increasing the CCMR percentage from 68% to 88%.
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 - Annual evaluation via student enrollment in extra/co-curricular activities and clubs. Participation rates will be monitored.	1.4 - By 2026, student enrollment in extra/co-curricular activities and clubs will increase by 10%.

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 2026, 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 T-TESS evaluations for TIA-Eligible Teachers. 2.2C - Systematically Monitor Teacher Coaching and Mentor Program's effectiveness.	2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) 2.2B - Bi-Annual T-TESS Calibrations (Google Forms) 2.2C - Monitor and Adjust Monthly Mentor Program.	2.2A - By 2026, increase to 100% of all staff participating in relevant professional development. (Eduphoria) 2.2B - 100% of T-TESS Appraisers will have participated annually in both T-TESS calibrations. 2.2C - By 2026, staff certified in their content area will increase 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 2026, staff receiving their wellness exam will increase from 5% to 50%. 2.3B - By 2026, Annual Retention Rates for campus teachers will increase from 90% to 95%. Annual Retention Rates for non-teaching campus staff will increase from 80% to 85%. 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. (Campus Events Calendar) 3.1B - Family Participation Monitoring (Sign-In Sheets) 3.1C - Volunteer Participation Monitoring (HR Volunteer List)	By 2026, 100% of events on the campus events calendar 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 campus-wide participation with the Corpus Christi Food Bank and local food ministry partners.	3.2A - Monitor the Campus Calendar of scheduled events. (MOY Facility Request Software) 3.2B - Monitor frequency of campus 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 campus web page. 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 - Support the district's effort to Sustain Proactive Budget Workshops 4.1B - Support the district's effort to 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 - Support the district's effort to Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Support the district's effort to Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Support the district's effort to Secure Buildings/Facilities	4.2 - 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 - Maximize 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 - Faster 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 2026. 4.3D - Faster turnaround time (baseline data needed)