

FLOUR BLUFF PRIMARY

Flour Bluff Primary Campus Improvement Plan 2025/2026

"Home Is Where The Hornets Are"



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DMAC Solutions ®

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FLOUR BLUFF PRIMARY

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 PRIMARY 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.

FLOUR BLUFF PRIMARY Site Base

Name	Position
Ames, Cindy	Teacher
Chavez, Laura	Teacher
Breazeale, Joanna	Assistant Principal
Salinas, Mario	Technology
Jaime, Amanda	Parent
Duran, Noranda	Parent
Barmore, Amanda	Community Member
Powell, Sandy	Community Member
Davis, Jessica	Business Rep
Gutierrez, Jessica	Principal
Debler, Ashley	Curriculum Supervisor
Norman, Jennifer	Assistant Principal
Stark, Heather	Counselor
Alvarado, Alissa	Teacher
Bateson, Kelsey	Teacher
Goodman, Jayma	Teacher
Cade, Staci	Director of CTE, Assessment & Accountability
Hillenburg, Danielle	Teacher
Martinez, Yvonne	Teacher
Schillinger, Tanya	Teacher
Mayo, Shannon	Teacher
Gross, Shelby	Teacher
Rolf, Julie	Teacher
Perez, Annamaria	Teacher
Giannini, Amber	Paraprofessional
Powers, Christella	Paraprofessional
Clark, Angela	Business Rep

FLOUR BLUFF PRIMARY

Goal 1. Students: Well-being and academic success

Objective 1. 1.1 Safety and Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1A - Monitor and systematically assess the implementation of security processes and policies. Strategies: Integrate Centegix panic alarm system, all staff safety trained, armed officer on campus, weekly door sweeps. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	2025-26	(F)Title IV 6200	Criteria: Pass all intruder audits with no findings.
2. Monitor and systematically assess the implementation of the district's counseling program. Strategies: regular guidance lessons, daily positivity project, military counselor, district social worker, PBIS, Hornet Hive, Daily Unstructured recess for development and practice of social skills for 30 mins, calm corners in all classrooms. (Target Group: All)	Counselor(s), Principal(s), Teacher(s)	2025-26	(F)Title IV Safe and Drug Free	Criteria: 100% of students get bi-weekly Character Education lessons from the counselors.
3. Evaluate attendance, discipline, and grades every four weeks in data meetings. Transition to numerical based report cards. (Target Group: All)	Assistant Principal(s), Case Manager(s), Counselor(s), Curriculum Supervisor, Dyslexia Teacher(s), Principal, Teacher(s)	2025-26	(S)State Comp. Ed.	Criteria: Reduce the number of failures by 10%
4. Increase attendance to 96%. Main strategies: communication/information about attendance sent to parents, incentives and awards, publicize rate to students and families, March Madness attendance contest (Title I SW Elements: 2.2,2.3) (Target Group: All)	Administration Attendance Clerk, Principal, Teacher(s)	2025-26	(S)Local Funds	Criteria: Increase attendance rate to 96%.

FLOUR BLUFF PRIMARY

Goal 1. 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, & Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor alignment between written, taught, and assessed curriculum. ELAR & Writing: Scope and Sequence, Foundations Phonics Program, Reading Academy, Reading Lab, Teacher Tutorials, WIN (What I Need Time) Intervention and Enrichments, Guest Readers, Library Program and Reading Incentives, Science of Reading, HMH Curriculum, Heggerty, mClass progress monitoring, TEKS resource, Geodes decodable readers Math: Scope and Sequence, Math Tutors through Title One, Teacher Tutorials, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, Envision Curriculum, TEKS Resource, IXL Math Program Science: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, X-STREAM Night, McGraw-Hill curriculum, TEKS resource, Science Fair Opportunities Social Studies: Scope and Sequence, WIN (What I Need) Intervention and Enrichment, Social Studies Weekly, TEKS resources (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Curriculum Supervisor, Principal, Teacher(s)	2025-26	(F)ESSER3 6100, (L)199 Dyslexia 6200, (L)199-Dyslexia, (S)Local Funds	Criteria: Criteria: Writing Rubric, mClass (BOY, MOY, EOY) MTSS Intervention Plans, IXL Level Up assessment The percent of 1st grade students that score on grade level or above in Reading on mClass will increase from 62% to 67% by May 2026. The percent of 2nd grade students that score on grade level or above in Reading on mClass will increase 60% to 65% by May 2025.
2. Monitor and assess the district's Professional Development program. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Curriculum Supervisor, Directors, Principal	2025-26	(L)199 C&I	Criteria: Teachers and staff will be prepared and trained for all programs and campus/district goals. End of year staff survey will be positive.
3. Enhance and sustain PLCs/Data Meeting	Assistant Principal(s), Content	2025-26	(S)Local Funds	Criteria: Follow PLC calendar to

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Goal 1. 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, & Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
protocols at the campus level. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 1,2)	Area Teachers, Curriculum Supervisor, Lead Teacher(s), Principal			enhance professional learning and student achievement.

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Goal 1. Students: Well-being and academic success

Objective 3. 1.3 Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College Readiness: Guest speakers, college shirt days Career Readiness: Guest speakers, Career Day Military Readiness: Guest Speakers, Career Days, Veterans Day Assembly WatchDOGS will share their profession with students (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-26	(S)Local Funds	Criteria: Support District Long Term Goal: By 2028, the district will increase the CCMR percentage from 53% to 88%.

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Goal 1. 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. UIL Events: Creative Writing, Story Telling, Music Memory, Chess Puzzles Participation in After School Events: Fall/Spring Open House, Book Fair, X-STREAM Night, Character Book Parade, Character Book Pumpkin Reading Projects, Classroom Garden Plots Clubs: Running Club, Student Council, Anchored4Life (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-26	(F)Title I 6300	Criteria: Criteria: Agendas, School Expectations, Event Calendar, Lesson Plans, Garden Sign Up Increase the number of students who are involved in Primary clubs and organizations and events.

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 1. 2.1 Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Support District Strategies 2.1A - Strategic Staffing based on course counts and essential needs. 2.1B - Strategic extracurricular staffing based on student needs and interests. 2.1C - Competitive compensation for all categories of employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal	2025-26		Criteria: Campus evaluation Decrease in annual staff turnover rate

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 2. 2.1 Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annual evaluation of attendance at Professional Development. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 1)	Assistant Principal(s), Curriculum Supervisor, Director for Federal and State Programs, Directors, Lead Teacher(s), Principal	2025-26	(F)Title I 6200, (F)Title II 6200, (F)Title IV 6200	Criteria: Increase and sustain 100% of all staff participating in relevant professional development annually. (Eduphoria)
2. Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. (Title I SW Elements: 2.1) (Strategic Priorities: 1)	Assistant Principal(s), Director for Federal and State Programs, Principal	2025-26	(S)Local Funds	Criteria: 100% of TTESS Appraisers will have participated annually in both TTESS calibrations.
3. Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. Participation in Islander Resident Teacher Program. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1)	Assistant Director of Special Education, Assistant Principal(s), Curriculum Supervisor, Director for Federal and State Programs, Principal	2025-26	(F)Title I 6200	Criteria: Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings. Goal to hire Residents at FBISD.

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 3. 2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and systematically sustain Wellness Event Activities and Promotions. (Strategic Priorities: 1)	Assistant Principal(s), Executive Director of Comm. & Community Relations, Principal	2025-26	(S)Local Funds	Criteria: Annual Wellness Event Tracking. (District Activity List) Participation in Fitness Friday
2. Implement and Systematically Sustain Staff Recognitions. (Strategic Priorities: 1)	Executive Director of Comm. & Community Relations, Superintendent	2025-26	(S)Local Funds	Criteria: Monthly Legacy Leaders Luncheons and Annual Staff Appreciation Events. Increase staff retention rates.
3. Implement and Systematically Sustain Staff Feedback Protocols (Strategic Priorities: 1)	Principal(s), Superintendent	2025-26	(S)Local Funds	Criteria: Listen, Learn, and Adjust from Staff Feedback Feedback Data Survey and Continuous Improvement Reports
4. Well Being: Counselor Self Care Newsletters, Sunday Message to Staff, SMORE newsletter, Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Secret Pal Program (Title I SW Elements: 1.1)	Assistant Principal(s), Curriculum Supervisor, Principal	2025-26	(L)GT 6200	Criteria: Criteria: Visitors on SMORE site, Participation in events and Programs Decrease annual staff turnover
5. Staff Input: SBDM teacher membership, grade level and content PLCs to give input (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 1,2)	Assistant Principal(s), Curriculum Supervisor, Lead Teacher(s), Principal, Teacher(s)	2025-26	(L)GT 6200	Criteria: Criteria: SBDM Calendar/Agenda PLC Calendar/Agenda Maintain 100% of campus educators and paraprofessionals as Highly Qualified. Increase the number of teachers that qualify for local Teacher Incentive Allotment to 25% by

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Goal 2. Faculty & Staff: Well-being, professional development and growth

Objective 3. 2.2 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				June 2026

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Goal 3. Community satisfaction and engagement

Objective 1. 3.1 Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically monitor and sustain family engagement activities. Strategies: Open communication, SeeSaw app, performances, trips, campus events, weekly newsletter communication, WatchDOGS, birthday and attendance lunches (Title I SW Elements: 2.1)	Assistant Principal(s), Principal(s)	2025-26	(L)GT 6200	Criteria: Calendar monitoring of campus engagement events. (District & Campus Events Calendar) 100% of events on the district and campus events calendars occurred.
2. Increase Family Engagement Opportunities XSTREAM Night, Open House, Watchdogs, Family Dance, Music Performances, Picnic (Title I SW Elements: 2.1)	Assistant Principal(s), Curriculum Supervisor, Principal	2025-26	(L)GT 6200	Criteria: Family Participation Monitoring (Sign-In Sheets) Parent Survey Questions
3. Continuous improvement for Volunteer opportunities: WatchDOGS, PTO, Room Parents, parents to help with copies and classroom needs, chaperones for field trips, Book Fair helpers (Title I SW Elements: 1.1,2.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-26	(S)Local Funds	Criteria: Volunteer Participation Monitoring (HR Volunteer List) Volunteer Total Year to Year

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Goal 3. Community satisfaction and engagement

Objective 2. 3.2 Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase and sustain opportunities to host community events. (Title I SW Elements: 2.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal(s)	2025-26	(F)Title IV 6300, (S)Local Funds	Criteria: Monitor the District Calendar of scheduled events. (MOY Facility Request Software) EOY Facility Request Software Report
2. Sustain volunteer opportunities aligning with community needs. (Title I SW Elements: 2.1) (Target Group: All)	Assistant Principal(s), Principal	2025-26	(F)Title I	Criteria: Monitoring frequency of campus and district community service projects. (MOY) EOY Community Service Projects Report Work with athletics and academics to get teams year round.

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Goal 3. Community satisfaction and engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. The campus will support district strategies: 3.3A - Increase Communication with Local, State, Federal and Government Agencies 3.3B - Increase Participation with Local, State, Federal and Government Agencies (Title I SW Elements: 1.1) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2025-26		Criteria: Governmental Agency Monitoring Calendar (monthly)

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Goal 4. Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sustain Proactive Budget Workshops	Chief Financial, Bus, & Operations	2025-26		Criteria: Monthly budget parameter updates (April through August)
2. Implement and Sustain Budget Parameter Memo	Chief Financial, Bus, & Operations	2025-26		Criteria: Monthly financial reports

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Goal 4. Financial Stewardship

Objective 2. 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and Sustain Long-Range Facility Plan - New Facilities	Chief Financial, Bus, & Operations, Superintendent	2025-26		Criteria: District/Campus Facility Assessments Demographic Report Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed
2. Create and Sustain Long-Range Facility Plan - Current Facilities	Chief Financial, Bus, & Operations, Superintendent	2025-26		Criteria: District/Campus Facility Assessments Demographic Report Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed

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Goal 4. Financial Stewardship

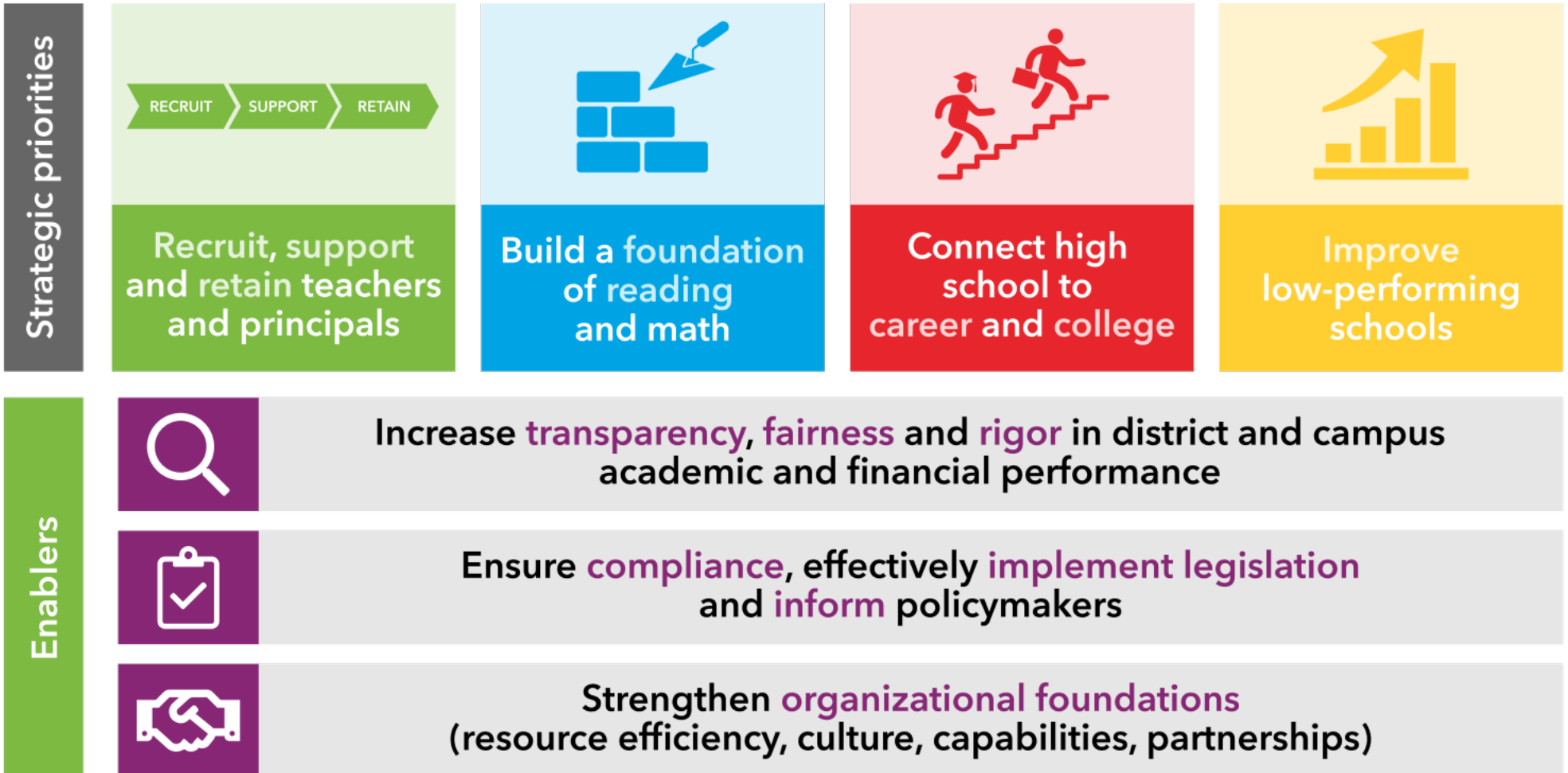
Objective 3. 4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expenditure Projection Plan	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2025-26		Criteria: Alignment of Expenditures and Revenues
2. Maximizing Existing Funding/Grant Opportunities	Directors, Principal, Superintendent	2025-26		Criteria: Increase funding and grant opportunities
3. Energy Management	Chief Financial, Bus, & Operations, Director of Facilities	2025-26		Criteria: Establish energy management program through Long Range Planning Committee.
4. Effectively utilize the Work Order System (FMX)	Chief Financial, Bus, & Operations, Director of Facilities, Principal	2024-2025		Criteria: Quicker turnaround time (baseline data needed)

Resources

Resource	Source
Title I 6200	Federal
Title I 6300	Federal
Title I 6400	Federal
Title II 6200	Federal
Title II 6300	Federal
Title III Bilingual / ESL	Federal
Title IV 6200	Federal
Title IV 6400	Federal
Title IV Safe and Drug Free	Federal
199 Dyslexia 6200	Local
199-Dyslexia	Local
GT 6200	Local
Local Funds	State
State Comp. Ed.	State

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



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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance data
Community Demographics

Demographics Strengths

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

Demographics Weaknesses

Our current weakness is declining enrollment and low attendance rate.

Demographics Needs

We want to increase our enrollment through transfer students and in-district students that may have selected home, charter or private options previously.

We are working to create more opportunities to highlight and reward student attendance. Additionally, we are working to educate parents about the importance of good attendance.

Demographics Summary

Our current attendance is 94.86% at the Primary.
We currently have 86 Military Connected students.
We have 650 students enrolled. There are 326 1st graders and 324 2nd graders.
We currently have 112 transfer students from outside our immediate community.
We have 15 self contained 1st grade classrooms and 17 second grade classrooms.

Comprehensive Needs Assessment

Demographics Summary (Continued)

We have 3 self contained special education classrooms for students with significant disabilities. There is one SPED lab to help students work on their goals. We have a total of 81 staff members including teachers, paraprofessionals and support staff. We are a Title One campus.

Student Achievement

Student Achievement Data Sources

CIRCLE and mCLASS

Student Achievement Strengths

Reading (mclass)

- 1st Grade - 3% increase
- Letter Sound Fluency - 9% increase
- Decoding Nonsense Words - 7% increase
- 2nd Grade - 6%
- Letter Sound Fluency - 14% increase
- Decoding Nonsense Words - 15% increase

Mathematics (IXL)

- EOY assessment
- 1st Grade - 90% passing
- 2nd Grade - 89% passing
- IXL assessment
- 73% passing
- Above Grade Level - 16%
- On Grade Level - 57%

Comprehensive Needs Assessment

Student Achievement Weaknesses

Reading (mClass)

- Fluency
- WRF (word reading fluency) - 1st and 2nd grade
- LNF (letter name fluency) - 1st
- ORF (oral reading fluency) - 2nd
- Comprehension
- MAZE - 2nd

Mathematics (IXL)

- Fluency
- fact fluency with addition and subtraction
- Place Value

Student Achievement Summary

Reading

- Implementing new phonics program - Foundations
- New ELAR Framework
- Adding phonemic awareness program Heggerty to 2nd grade
- Utilize DMAC and mClass data to adjust lessons, curriculum and instructional practices

Math

- New math framework
- IXL program
- Math Fluency program
- Revamped math curriculum
- hire math tutors
- Utilize DMAC and IXL data to adjust lessons, curriculum and instructional practices

Schoolwide

- Professional Learning Communities will meet biweekly with a focused agenda on curriculum and grade level data
- Data meetings will be held every 4 weeks with administrators
- Frequent classroom observation and coaching

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- WIN time for 1 hour per day to provide enrichment, tier 2 and 3 instruction
- Common assessments for RLA and Math every 9 weeks for 2nd grade

School Culture and Climate

School Culture and Climate Data Sources

Staff surveys and/or other feedback

School Culture and Climate Strengths

Pride and Satisfaction

Proud to work for the district and believe in the leadership of the superintendent

Respect and Relationships

Respectful treatment from direct supervisors, supportive coworkers, and a “family” atmosphere

Community Engagement

Close-knit community, district spirit, and supportive culture.

School Culture and Climate Weaknesses

Fairness and Favoritism

Staff Morale: Several respondents mentioned low morale due to staffing changes

SPED and Inclusion

Support of the Special Education program

Compensation, Facilities, and Infrastructure

District and Campus Communication

Training and Resources

School Culture and Climate Summary

Comprehensive Needs Assessment

Overall, Primary staff take pride in their work, value their colleagues, and feel connected to the district's mission. However, recurring concerns around fairness, morale, communication, and SPED services must be addressed to maintain trust and improve staff retention. With the passage of Bond 2025 and strong leadership at the district level, there is a clear opportunity to address these issues, strengthen internal culture, and build upon the positive foundation already in place.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All staff at the Primary campus are highly qualified for their positions. We only had one teacher leave the campus for another district last year.

This is the second year hosting the Islander Resident Teacher Program. We have four residents that will be working with our teachers all year long. This program is exciting in that we will be able to train our own future teachers.

Staff Quality, Recruitment and Retention Weaknesses

A majority of SPED staff is new and needs training to understand the FB ways.

Staff Quality, Recruitment and Retention Needs

We are working to create learning opportunities for new staff. We continue to work on alignment between campuses.

Staff Quality, Recruitment and Retention Summary

We are fully staffed!

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Teachers wrote curriculum during the summer under the guidance of curriculum supervisors. In addition, the documents created were housed in a shared Google Drive so all teachers could access them. Specifically, the curriculum writers developed pacing guides, scope and sequences, year at a glance documents and assessments. TEKS Resource was added this year as a resources for teachers as well.

In addition, curriculum resources and textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website. We have started a new phonics program, Foundations, that we also use for Dyslexia.

We are in the second year of a grant for IXL math online. This program integrates our textbook and allows for practice at home also.

The Texas Reading Academies professional development for teacher, administrators and district level staff in Kinder through 3rd grade enhances teacher effectiveness and student achievement.

Curriculum, Instruction and Assessment Weaknesses

This year we are changing our report card to a numerical based report card. It is our hope that this will be easier for parent and students to understand.

We have put some rules and expectations in place for consistency of grades. Teachers are adjusting to this change and we are checking in with training.

Curriculum, Instruction and Assessment Needs

Teachers need time to assess and evaluat their assessments, so they can best plan for their students.

Data meetings will be more frequent. Additionally, we have made our assessments more consistent between the grade levels.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Parents have many avenues to communicate and be a part of activities that best support their children. They receive a weekly newsletter from the principal and regular communication from their child's teacher/s. We establish committees, send surveys and invite parents in as we are able to. Additionally, the campus has established a PTO Board where parents and community members can become more involved. We have a wonderful and supportive community.

Family and Community Involvement Weaknesses

Due to increased health and safety protocols, parents are not allowed on campus as much as in the past. We are working on more opportunities for parents to come on campus with proper background checks.

Family and Community Involvement Needs

The Primary campus is continuing to add additional opportunities for parents to come to campus during the school day.

Family and Community Involvement Summary

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

School Context and Organization

School Context and Organization Strengths

Students have a full day of social, emotional and academic growth and learning, including a 30 minute unstructured recess, structured PE, electives (which include library instruction, classroom guidance, science lab and music) and classroom meeting time.

We have two interventionists in reading to help our students who need additional reading instruction. We also have two dyslexia teachers that work with our students with dyslexia.

We have extended our WIN time to 1 hour. This allows for an special interventionist to pull from that time and students miss less classroom instruction.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

We would like to have smaller class sizes and additional part time tutors to meet the needs of intervention with small groups.

Additionally, we would like to expand electives to include art.

School Context and Organization Needs

We need additional interventionist support for classrooms that have high numbers of students that are behind.

School Context and Organization Summary

We have a full day of learning and experiences at the Primary campus. While this is the case, there still never seems to be enough time in the day to get to everything. Teachers sometimes struggle to fill the gaps of students who struggle with basic reading and math skills.

Technology

Technology Strengths

All classrooms have a technology display to help students with instructional engagement and aid the teacher in instruction.

We have added a charging station in most classrooms to keep technology in the classroom.

PTO purchased 59 new chromebooks for student use.

Technology Weaknesses

A large portion of our classroom technology is aging and costly to repair or replace. We are unable to replace the technology and grow our supply at the same time.

Comprehensive Needs Assessment

Technology Needs

We would like more ipads and Chromebooks in the classroom to make complete class sets and get to a 1:1 ratio.

Technology Summary

47 laptops/8 office and staff

7 printers

2 shared Pri/Ele library printers

2 office printers

2 work room printers

1 Speech printer

Hallway printers are not supported by the tech department

44 G2 displays

1 Samsung display

381 ipads that are upgradeable

31 ipads that are not able to upgrade

Primary: 1st Grade Reading mCLASS

	2021-2022 1st Graders Overall Composite Score		2022-2023 1st Graders Overall Composite Score		2023-2024 1st Graders Overall Composite Score		2024-2025 1st Graders Overall Composite Score	
Well Below Benchmark	32%		23%		19%		22%	
Below Benchmark	22%		23%		22%		16%	
At Benchmark	26%		29%		33%		30%	
Above Benchmark	20%		25%		26%		32%	
Total Positive	46%		54%		59%		62%	

2021-2022 Letter Names Score		2022-2023 Letter Names Score		2023-2024 Letter Names Score		2024-2025 Letter Names Score	
Well Below Benchmark	30%	18%	17%	24%			
Below Benchmark	9%	7%	13%	7%			
At Benchmark	51%	73%	73%	69%			
Above Benchmark	0%	0%	8%	0%			
Total Positive	61%	73%	73%	69%			

2021-2022 Phonemic Awareness Score		2022-2023 Phonemic Awareness Score		2023-2024 Phonemic Awareness Score		2024-2025 Phonemic Awareness Score	
Well Below Benchmark	17%	17%	8%	7%			
Below Benchmark	14%	14%	3%	0%			
At Benchmark	56%	59%	59%	59%			
Above Benchmark	13%	10%	27%	32%			
Total Positive	59%	68%	67%	67%			

2021-2022 Letter Sounds Score		2022-2023 Letter Sounds Score		2023-2024 Letter Sounds Score		2024-2025 Letter Sounds Score	
Well Below Benchmark	41%	20%	23%	19%			
Below Benchmark	17%	10%	17%	12%			
At Benchmark	26%	33%	34%	34%			
Above Benchmark	16%	21%	27%	35%			
Total Positive	42%	34%	67%	62%			

2021-2022 Decoding Score		2022-2023 Decoding Score		2023-2024 Decoding Score		2024-2025 Decoding Score	
Well Below Benchmark	32%	20%	17%	14%			
Below Benchmark	19%	10%	15%	11%			
At Benchmark	31%	38%	42%	38%			
Above Benchmark	10%	23%	27%	37%			
Total Positive	49%	42%	69%	75%			

2021-2022 Word Reading Score		2022-2023 Word Reading Score		2023-2024 Word Reading Score		2024-2025 Word Reading Score	
Well Below Benchmark	26%	23%	22%	27%			
Below Benchmark	29%	29%	29%	23%			
At Benchmark	26%	27%	26%	23%			
Above Benchmark	19%	21%	23%	27%			
Total Positive	45%	48%	40%	50%			

2021-2022 Reading Accuracy Score		2022-2023 Reading Accuracy Score		2023-2024 Reading Accuracy Score		2024-2025 Reading Accuracy Score	
Well Below Benchmark	33%	25%	22%	30%			
Below Benchmark	14%	15%	14%	10%			
At Benchmark	53%	60%	64%	60%			
Above Benchmark	0%	0%	0%	0%			
Total Positive	53%	60%	64%	60%			

2021-2022 Reading Fluency Score		2022-2023 Reading Fluency Score		2023-2024 Reading Fluency Score		2024-2025 Reading Fluency Score	
Well Below Benchmark	32%	30%	28%	33%			
Below Benchmark	23%	22%	21%	19%			
At Benchmark	21%	24%	24%	19%			
Above Benchmark	24%	24%	27%	29%			
Total Positive	45%	46%	51%	48%			

Primary: 2nd Grade Reading mCLASS

	2021-2022 2nd Graders Overall Composite Score	2022-2023 2nd Graders Overall Composite Score	2023-2024 2nd Graders Overall Composite Score	2024-2025 2nd Graders Overall Composite Score
Well Below Benchmark	27%	27%	27%	25%
Below Benchmark	17%	21%	19%	15%
At Benchmark	32%	30%	28%	26%
Above Benchmark	24%	22%	26%	34%
Total Positive	56%	52%	54%	60%

	2021-2022 Letter Sounds Score	2022-2023 Letter Sounds Score	2023-2024 Letter Sounds Score	2024-2025 Letter Sounds Score
Well Below Benchmark	22%	26%	23%	12%
Below Benchmark	19%	22%	22%	19%
At Benchmark	45%	42%	42%	50%
Above Benchmark	12%	10%	13%	19%
Total Positive	57%	52%	55%	69%

	2021-2022 Decoding Score	2022-2023 Decoding Score	2023-2024 Decoding Score	2024-2025 Decoding Score
Well Below Benchmark	30%	32%	29%	15%
Below Benchmark	10%	12%	14%	15%
At Benchmark	48%	48%	48%	55%
Above Benchmark	12%	8%	11%	17%
Total Positive	60%	58%	57%	72%

	2021-2022 Word Reading Score	2022-2023 Word Reading Score	2023-2024 Word Reading Score	2024-2025 Word Reading Score
Well Below Benchmark	24%	24%	26%	25%
Below Benchmark	20%	21%	18%	18%
At Benchmark	48%	48%	47%	48%
Above Benchmark	10%	7%	11%	13%
Total Positive	56%	54%	58%	59%

	2021-2022 Reading Accuracy Score	2022-2023 Reading Accuracy Score	2023-2024 Reading Accuracy Score	2024-2025 Reading Accuracy Score
Well Below Benchmark	12%	13%	14%	17%
Below Benchmark	9%	8%	8%	8%
At Benchmark	79%	79%	78%	77%
Above Benchmark	0%	0%	0%	0%
Total Positive	79%	79%	78%	77%

	2021-2022 Reading Fluency Score	2022-2023 Reading Fluency Score	2023-2024 Reading Fluency Score	2024-2025 Reading Fluency Score
Well Below Benchmark	38%	34%	38%	38%
Below Benchmark	12%	18%	15%	13%
At Benchmark	33%	31%	31%	28%
Above Benchmark	17%	17%	18%	23%
Total Positive	50%	48%	49%	49%

	2021-2022 Reading Comprehension Score	2022-2023 Reading Comprehension Score	2023-2024 Reading Comprehension Score	2024-2025 Reading Comprehension Score
Well Below Benchmark	48%	42%	42%	39%
Below Benchmark	14%	13%	12%	10%
At Benchmark	33%	37%	34%	31%
Above Benchmark	13%	8%	11%	20%
Total Positive	48%	45%	45%	51%

PRIMARY - TARGETED DATA



Highlights:

- **Reading** (mClass)
 - Grade 1st- 3% increase
 - Letter Sound Fluency-9% increase
 - Decoding Nonsense Words-7% increase
 - Grade 2nd- 6% increase
 - Letter Sound Fluency-14% increase
 - Decoding Nonsense Words-15% increase
- **Mathematics** (IXL)
 - EOY assessment
 - 1st Grade-90% passing
 - 2nd Grade-89% passing
 - IXL assessment
 - 73% passing
 - Above grade level-16%
 - On grade level-57%

Areas of Improvement:

- **Mathematics-** (IXL)
 - Fluency
 - Fact Fluency with addition and subtraction facts
 - Place Value
- **Reading-** (mClass)
 - Fluency
 - WRF (word reading fluency)- 1st and 2nd
 - LNF (letter name fluency)-1st
 - ORF (oral reading fluency)-2nd
 - Comprehension
 - Maze- 2nd



PRIMARY - ACTION PLAN

- **Reading**

- Foundations- Implementing a new phonics program
- New ELAR Framework
- Heggerty- Phonemic Awareness program-adding to 2nd grade
- Utilize DMAC and mClass data to adjust lessons, curriculum and instructional practices

- **Math**

- New Math Framework
- IXL
- Math Fluency program
- Revamped math curriculum
- Hire Math Tutors
- Utilize DMAC and IXL data to adjust lessons, curriculum and instructional practices

- **Professional Learning Communities** will meet biweekly with a focused agenda on curriculum and grade level data.
- **Data meetings** will be held every 4 weeks with administrators.
- **Frequent classroom observation and coaching**
- **WIN Time** for 1 hour per day to provide enrichment, tier 2, and tier 3 instruction.
- **Common Assessments** for RLA and Math every 9 weeks for 2nd Grade.

2025-26 SBDM Meeting – Flour Bluff Primary

Date: September 10, 2025

Location: Library or zoom

Welcome and Introductions:

Business Representatives: Jessica Davis & Angela Clark

Community Members: Sandy Powell & Amanda Barmore

Parents: Noranda Duran & Amanda Jaime

District Representative: Staci Cade

Paraprofessional: Christella Powers & Amber Giannini

Teachers: Cindy Ames, Laura Chavez, Alissa Alvarado, Kelsey Bateson, Jayma Goodman, Danielle Hillenburg, Yvonne Martinez, Tanya Schillinger, Shannon Mayo, Shelby Gross, Julie Rolf, Annamaria Perez,

Technology: Mario Salinas

Admin: Jessica Gutierrez, Jennifer Norman, Joanna Breazeale, Ashley Debler, Heather Stark

Purpose of Campus SBDM:

In compliance with law, each campus shall establish a site-based decision-making committee to ensure that effective planning and decision-making occur to direct and support the improvement of student performance for all students. The committee shall assist the principal, as the Board's designee, in establishing and reviewing the goals, performance objectives, and major classroom instructional programs of each campus. Each committee shall assist with the development, evaluation, and revision of the respective campus improvement plan and shall approve campus staff development needs identified in the campus improvement plan [see BQ and DMA].

Review of needs assessment areas of CIP

Review of Campus Improvement Plan Goals and Objectives

Review of Parent Engagement Plan

Future Meeting Dates

November 12, 2025

February 18, 2026

April 29, 2026

Questions/Future Agenda Items

FLOUR BLUFF PRIMARY Site Base

Sign In Sheet 9/10/25

Name	Position
Ames, Cindy <i>CRA</i>	Teacher <i>Cindy Ames</i>
Chavez, Laura <i>LC</i>	Teacher <i>Laura Chavez</i>
Breazeale, Joanna	Assistant Principal
Salinas, Mario	Technology
Jaime, Amanda <i>af</i>	Parent
Duran, Noranda	Parent
Barmore, Amanda	Community Member
Powell, Sandy	Community Member
Davis, Jessica <i>VA WOM</i>	Business Rep
Gutierrez, Jessica <i>Gutierrez</i>	Principal
Debler, Ashley <i>AD</i>	Curriculum Supervisor
Norman, Jennifer <i>Norman</i>	Assistant Principal
Stark, Heather <i>Stark</i>	Counselor
Alvarado, Alissa <i>Al</i>	Teacher
Bateson, Kelsey <i>KB</i>	Teacher
Goodman, Jayma <i>JG</i>	Teacher
Cade, Staci <i>VA WOM</i>	Director of CTE, Assessment & Accountability
Hillenburg, Danielle <i>VA WOM</i>	Teacher
Martinez, Yvonne <i>VA WOM</i>	Teacher
Schillinger, Tanya <i>TS</i>	Teacher
Mayo, Shannon <i>SM</i>	Teacher
Gross, Shelby <i>Gross</i>	Teacher
Rolf, Julie	Teacher
Perez, Annamaria	Teacher
Giannini, Amber	Paraprofessional
Powers, Christella	Paraprofessional
Clark, Angela	Business Rep

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Review of needs assessment areas of CIP

Mrs. Gutierrez reviewed the needs assessment and data with the committee.

Review of Campus Improvement Plan Goals and Objectives

Committee members broke out into groups to review the goals in the CIP. Each group made adjustments to the plan.

Review of Parent Engagement Plan

Mrs. Gutierrez reviewed the Parent Engagement Plan that is sent home at the beginning of the school year. This will be reviewed for editing at the end of this year in preparation for next school year.

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Questions/Future Agenda Items