FLOUR BLUFF ISD

Flour Bluff District Improvement Plan
2026/2027

Date Reviewed: 09/10/2026

Date Approved: 10/01/2026

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. - 2nd Year
Eckhart, Jessica	ECC-Teacher- 1st year
McCoy, Denise	ECC- Teacher 1st Year
Breazeale, James	ECC- parent 1st year
Chapa, Chelsea	Primary - Teacher 1st Year
Brewer, Cindy	Primary Teacher-- 1st Year
Gutierrez, Jessica	Primary - Admin. 1st year
Meurer-Busby, Mendy	Primary- Parent 1st year
Kalo, Amanda	Elementary Teacher-2nd year
Bates, Stephanie	Elementary - Teacher 1st year
Kesselring, Madonna	Elementary - Admin. 2nd year
Parker, Michelle	Elementary- Parent 1st year
Moorer, Terry	Intermediate Teacher-2nd year
Maxwell, Mary	Intermediate Teacher- 2nd year
Stringer, Brandy	Intermediate-Admin. 2nd year
Clawson, Ashley	Intermediate Parent-- 1st Year
Adams, Kristen	Junior High Teacher- 2nd year
Zartuche, Amanda	Junior High Teacher- 2nd year
Calabrese, Meredith	Junior High - Parent 2nd year
Aguilar, Amanda	Junior High Asst. Principal- 2nd year
Smith, Rebecca	High School Teacher-2nd year
Page, Mary	High School Teacher- 2nd year
Huckabee, Stephanie	High School Teacher- 2nd year
Elliott, Crystal	HS Admin.- 2nd year
Algeo, Rita	High School- Parent 1st year
HEB, Nathaly	Business Rep. 1st year
Quinones, Lacey	Community Rep. 1st year

FLOUR BLUFF ISD Site Base

Name	Position
Chapman, Sarah	District
Blair, Tamara	District
Molina, Tomas	District

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 5,108 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 51% Economically Disadvantaged, 19% Special Education, 12% Gifted and Talented, 4% English Language Learners, 43.36% At-Risk, 2.00% African-American, 49% Hispanic, 42% White, 5% Two or More Races and 2% Asian. Approximately 15.23% of our students are from military families.

Demographics Summary (Continued)

Flour Bluff had 470 graduates in 2026. We had 400 graduates who graduated at the distinguished level (85%). We had 438 students graduate with one endorsement (93%).

Student Achievement

Student Achievement Strengths

The Texas Education Agency's 2025-2026 Accountability ratings are as follows:

Campus Accountability Ratings

High School
Overall Rating A

Junior High
Overall Rating B

Intermediate
Overall Rating B

Elementary
Overall Rating B

Accountability Distinction Designations

High School
Five Distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Top 25% Comparative Academic Achievement, Academic Achievement in Social Studies, Top 25% Comparative Closing the Gap

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Junior High
Four Distinctions: Academic Achievement in Reading/Language Arts, Top 25% Comparative Academic Achievement, Postsecondary Readiness, Academic Achievement in Social Studies

Intermediate
Five Distinctions: Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Achievement, Postsecondary Readiness, Top 25% Comparative Closing the Gap

Elementary
Five Distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Top 25% Comparative Academic Growth, Postsecondary Readiness, Top 25% Comparative Closing the Gap

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
- The annual drop out rate
- Increase the annual CCMR percentage of graduates (90% 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 90% and improve graduation rate to 94%.

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

Student Achievement Summary (Continued)

Or Above. Final scores of the Grades 3-8 assessments for 2025-2026 are as follows:

Reading - All Students
Grade 3 - 76%
Grade 4 - 85%
Grade 5 - 85%
Grade 6 - 80%
Grade 7 - 86%
Grade 8 - 90%

Math - All Students
Grade 3 - 73%
Grade 4 - 80%
Grade 5 - 82%
Grade 6 - 82%
Grade 7 - 69%
Grade 8 - 81%

Science - All Students
Grade 5 - 80%
Grade 8 - 84%

Social Studies - All Students
Grade 8 - 71%

English I - 88%
English II - 8%
Algebra I High School - 89% , Junior High- 100%, District- 88%
Biology - 98%
United States History - 97%

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
- several student leadership teams

School Culture and Climate Weaknesses

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 26-27 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 2026-2027, Flour Bluff ISD had 810 staff members employed by Flour Bluff ISD. Staff are categorized as follows:
Teachers =346
Campus administration = 28
Central administration = 13; District Professional = 11, District Paraprofessional = 19
Educational aides = 102
Auxiliary staff = 175

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 Savvas adoption for math is vertically adjusted throughout the district K-Alg II.

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 train our newly hired teachers (without Reading Academy certificates) utilizing our ECC and Primary Curriculum Supervisors as trained.

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

The Elementary-HS campuses also use various intervention strategies/resources to assist with House Bill 1416 requirements (i.e., tutoring students who failed STAAR/EOCs).

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.

Data meetings are held every 6-9 weeks to address gaps and make adjustments to instruction in real time if needed.

Curriculum, Instruction and Assessment Weaknesses

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

Campuses will dig into different subgroup populations to ensure we are closing the gaps for those students.

Finally, we will place a heavy emphasis on Math in PK-6 grade due to lower STAAR scores and continue to align math curriculum PK-4th utilizing our math specialist.

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 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 college

Curriculum, Instruction and Assessment Needs (Continued)

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 college and career 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.

Additionally, we will provide PD to all K-4 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. The district math specialist will continue to work with math teachers during curriculum writing and instructional practices.

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

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

Family and Community Involvement Strengths (Continued)

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 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

Family and Community Involvement Summary (Continued)

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 security measures and protocols.

Comprehensive Needs Assessment

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.

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

Technology Weaknesses (Continued)

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:

ECC
Desktops: 4
Laptops: 40
Printers: 3

Comprehensive Needs Assessment

Technology Summary (Continued)

Document Cameras: 28
Interactive Displays: 42
Display Projectors: 1
iPads: 270
Fax Machines: 1
Chromebooks: 349
Digital Signage Displays: 1

Primary
Desktops: 1
Laptops: 47
Printers: 3
Document Cameras: 35
Interactive Displays: 47
Display Projectors: 0
iPads: 337
Fax Machines: 1
Chromebooks: 635
Digital Signage Displays: 3

Elementary
Desktops: 2
Laptops: 54
Printers: 2
Document Cameras: 22
Interactive Displays: 62
Display Projectors: 0
iPads: 15
Fax Machines: 1
Chromebooks: 903
Digital Signage Displays: 6

Intermediate
Desktops: 17
Laptops: 62
Printers: 6
Document Cameras: 23
Interactive Displays: 65
Display Projectors: 0
iPads: 37

Technology Summary (Continued)

Fax Machines: 1
Chromebooks: 1104
Digital Signage Displays: 14

Junior High
Desktops: 14
Laptops: 143
Printers: 10
Document Cameras: 18
Interactive Displays: 46
Display Projectors: 0
iPads: 11
Fax Machines: 1
Chromebooks: 1313
Digital Signage Displays: 20

High School
Desktops: 208
Laptops: 385
Printers: 49
Document Cameras: 46
Interactive Displays: 113
Display Projectors: 1
iPads: 50
Fax Machines: 3
Chromebooks: 2219
Drones: 24
Digital Signage Displays: 25
Apple TVs: 12

SDGC
Desktops: 9
Laptops: 8
Printers: 10
Document Cameras: 1
Interactive Displays: 4
Display Projectors: 2
Chromebooks: 104

Athletics

Technology Summary (Continued)

Desktops: 2
Laptops: 7
Printers: 8
Tv Display: 7
Display Projectors: 0
Apple TVs: 3

SPED
Laptops: 28
Printers: 5
iPads: 131
Chromebooks: 34
Interactive Displays: 4

Admin
Desktops: 40
Laptops: 35
Printers: 16
Document Cameras: 1
iPads: 22
Fax Machines: 4
Scanners: 4
POS Computers: 10
Chromebooks: 1
TV Displays: 11
Districtwide
Security Cameras: 275

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), Counselor(s), Curriculum Supervisor(s), Director for Federal and State Programs, Director of Special Education, Directors, Principal(s), Superintendent, Teacher(s)	2026-2027	(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 09/08/26 - On Track
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. 09/08/26 - On Track

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 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, WIN time) 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), Curriculum Supervisor(s), Director for Federal and State Programs, Directors, Principal(s), Superintendent, Teacher(s)	2026-2027	(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 09/08/26 - On Track

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) College and Career Center Lunch and Learns 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), Counselor(s), Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)	2026-2027	(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 09/08/26 - On Track

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 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 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), Athletic Director, Campus Nurse(s), Counselor(s), Curriculum Supervisor(s), Directors, Principal(s), Superintendent, Teacher(s)	2026-2027	(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 09/08/26 - On Track

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	2026-2027	(L)Local Funds	Criteria: Staff Meetings with directors and principals Annual salary analysis 09/08/26 - On Track
2. 2.1B Strategic extracurricular staffing based on student needs and interests. (Target Group: All)	Deputy Superintendent, Director for Federal and State Programs, Directors, Principal(s), Superintendent	2026-2027	(F)Title I - $100, (S)State Comp. Ed. - $100	Criteria: Survey Sign In Sheets Staff Meetings 09/08/26 - On Track
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	2026-2027	(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. 09/08/26 - On Track

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), Directors, Principal(s), Teacher(s)	2026-2027	(S)CTE 163, (S)SE-162 - $40,000	Criteria: Agendas and Participation Rosters Teacher Attendance Surveys 09/08/26 - On Track
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)	Assistant Principal(s), Curriculum Supervisor(s), Dean of Instruction, Deputy Superintendent, Directors, Principal(s), Teacher(s)	2026-2027	(L)199 C&I	Criteria: Sign In Sheets Certificates Feedback 09/08/26 - On Track
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)	Curriculum Supervisor(s), Dean of Instruction, Directors, Principal(s), Teacher(s)	2026-2027	(L)199 C&I	Criteria: Monitor monthly Mentor Program Sign In Sheets Monitor staff certifications in their content area 09/08/26 - On Track

FLOUR BLUFF ISD

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 Human Resources, Principal(s), Teacher(s)	2026-2027	(L)Local Funds	Criteria: Surveys Attendance at activities Track attendance at events 09/08/26 - On Track
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	2026-2027	(L)Local Funds	Criteria: Monthly Hornet Hero Luncheons Annual staff appreciation Events Newsletter/Social Media Recognitions School Board Recognitions 09/08/26 - On Track
3. 2.3C Implement and systematically sustain staff feedback protocols. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All)	Curriculum Supervisor(s), Dean of Instruction, Department Head(s), Director for Federal and State Programs, Directors, Principal(s), Teacher(s)	2026-2027	(L)Local Funds	Criteria: Listen, Learn, Adjust staff feedback Surveys Committee Meetings 09/08/26 - On Track
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)	Directors, Principal(s), Superintendent	2026-2027	(L)Local Funds	Criteria: Feedback from staff/students/parents/community Reviewing the EOP Meetings with campus administrators, directors, public 09/08/26 - On Track

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, Open Houses, Family social engagements (Military Connected Ice Cream Social and Swim), workshops, ESL Parent Classes, Parent Classes with District Social Worker, Special Education Meetings, in-house parent training, and virtual trainings. (Target Group: All)	Counselor(s), Curriculum Supervisor(s), Directors, Principal(s), Teacher(s)	22026-2027	(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 09/08/26 - On Track

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, Oceans Committee, District Safety, and 2025 Bond Walk and Tours. The community will be invited to the Homecoming Parade, extracurricular send-offs, and pep rallies. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All)	Curriculum Supervisor(s), Dean of Instruction, Directors, Principal(s), Superintendent	2026-2027	(F)Title I - $300, (S)State Comp. Ed. - $500	Criteria: District Committee Membership Committee Agendas and Participation Rosters Committee Meeting Minutes Surveys 09/08/26 - On Track

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. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Directors, Principal(s), Superintendent, Teacher(s)	2026-2027	(F)Title I - $100	Criteria: Committee Meetings Surveys Media Publications District Publications Communication With Outside Entities 09/08/26 - On Track

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 Human Resources, Superintendent	2026-2027	(L)Local Funds	Criteria: Budget Calendar, Sign-in Sheets, Budget Parameter document 09/08/26 - On Track

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	2026-2027	(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. 09/08/26 - On Track

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	2026-2027	(L)Local Funds	Criteria: Systematically review work orders and cost (FMX), Grant Opportunities, Energy Assessment 09/08/26 - On Track

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