FLOUR BLUFF ELEMENTARY

Flour Bluff Elementary Campus Improvement Plan 2026-2027
2026/2027

Buzzing with Unity Soaring with Success.

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FLOUR BLUFF ELEMENTARY

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

Nondiscrimination Notice
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May 19, 2026 SBDM Meeting

Name	Position
Holder, Cindy	Principal
Holder, Cindy	District Representative
Hoover, Jeanine	Non-Teaching Certified Representative
Holder, Joe	Community Representative
Kaspar, Jennifer	Teacher Yr. 2
Caraway, Gabrielle	Teacher Yr. 2
Revett, Marion	Teacher Yr. 2
Wendt, Viviana	Teacher Yr. 2
Millage, Judith	Teacher-Yr2
Rowe, Codie	Teacher-Yr2
Ames, Lisl	Teacher-Yr2
Spencer, Tiffany	Non-Certified Representative Yr. 2
Rosales, Marisol	Business Representative Yr. 2
Steese, Jessica	3rd Grade Parent
Jaime, Amanda	4th Grade Parent
Lindell, Kim	Teacher Yr 1
Moyer, Shauna	Teacher Yr 1
Williams, Erin	Teacher Yr 1
Hobbs, Madeline	Teacher Yr 1
Shandy, Melonie	District Level Administrator M3

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Campus Performance Objectives Summative Review
Current and/or prior year(s) campus/district plans
Disaggregated STAAR Data
TELPAS results

Student Achievement Strengths

Highlights:

The campus received all 5 Distinction Designations:
Academic Achievement in Reading/Language Arts
Academic Achievement in Mathematics
Top 25%: Comparative Academic Growth(ranked 10th out of 41 schools in comparison group)
Postsecondary Readiness
Top 25%:Comparative Closing the Gaps(ranked 1st out of 41 schools in comparison group)

Reading & Language Arts/Math (STAAR)
4th of 41 in 4th Grade Math Approaches — every subject ranked in the top 10 for Approaches
4th Grade Math: 80% passed. Meets was the biggest mover, 47% - 60% (up 13 points) from 2025 to 2026.
4th Grade RLA: 85% passed Masters was the biggest mover, 21% - 27% (up 6 points) from 2025 to 2026.

3rd Grade Math: 73% passed. Masters was the biggest mover, 18% - 22% (up 4 points) from 2025 to 2026.
3rd Grade RLA: 76% passed. Masters was the biggest mover, 18% - 22% (up 4 points) from 2025 to 2026.
3rd Grade RLA is middle of the pack in Meets (18th) and Masters (17th) of 41 — an opportunity for growth

Student Achievement Weaknesses

Areas of Improvement:

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Reading & Language Arts (STAAR)
3rd Improve in all areas of STAAR
3rd Grade RLA is middle of the pack in Meets (18th) and Masters (17th) of 41 — an opportunity for growth
4th Continue Overall Growth

Mathematics (STAAR)
3rd Continue Overall Growth
4th Continue Overall Growth

Student Achievement Needs

ACTION PLAN

Curriculum Alignment:
ECC, Primary, and Elementary Principals and Curriculum Supervisors will meet regularly to review local assessment data to drive instruction and support classroom instruction.
Math and RLA teachers will meet with the Principal, Grade-Level Asst. Principal, Curriculum Supervisor, and Math Specialist each six weeks to review data, curriculum expectations, and discuss needs for instruction.
Math and RLA Teachers will meet weekly in Professional Learning Communities with an agenda that is focused on curriculum and instruction.
Professional Development:
Provide ongoing professional development opportunities to enhance content knowledge and effective instructional strategies.
August training on Features of Fundations for Phonics instruction and new Math TEKS.
Prior to the start of the school year and then ongoing as needed, provide professional development on Resources and Curriculum that are being utilized for instruction so that it is implemented with fidelity and rigor.
Teacher Support:
Establish mentorship programs where experienced math and RLA teachers can support and guide new teachers.
Create communities of practice where teachers can collaborate, share best practices, and problem solve challenges related to teaching math and RLA.
Frequent observations and coaching for teachers that are struggling with content and/or instruction.
Dedicated Planning time for teachers to plan and observe master teachers.
Data Analysis:
Utilize DMAC for collecting and analyzing data on student performance in math and RLA to identify areas that need improvement and track progress over time.
Utilize and track formative assessments that allow timely feedback to students and adjust instruction accordingly.
Teacher Data meetings with Principal, Curriculum Supervisor, Math Instructional Specialist, and Grade Level Assistant Principal to discuss student progress and address needs that arise each as per testing schedule.
Intervention and Support:
“WIN” (What I Need) Time built in the master schedule. Provides 60 minutes of accelerated instruction during the school day.
After or Before School Tutoring to provide 30-60 minutes of intervention or support for concepts.
Title One Tutors (One Math and One Reading) that will work from October to April that focus on STAAR Prep.

Student Achievement Needs (Continued)

Reading and Math Hive Labs to provide 30 minutes of accelerated modified curriculum to support special education students performing below grade level in math and English Language Art and Reading.

Student Achievement Summary

STAAR Assessment data is not available until June 2026. The current data for Third and Fourth Grade Mock testing is reported below.
3rd Grade Reading 2025 MOCK 70%
3rd Grade Reading 2026 MOCK 73%
PERCENT UP FROM 25 - 26 by 3%

3rd Grade Math 2025 MOCK 62%
3rd Grade Math 2026 MOCK 72%
PERCENT UP FROM 25 - 26 by 10%

4th Grade Reading 2025 MOCK 83%
4th Grade Reading 2026 MOCK 85%
PERCENT UP FROM 25 - 26 by 2%

4th Grade Math 2025 MOCK 57%
4th Grade Math 2026 MOCK 79%
PERCENT UP FROM 25 - 26 by 22%

School Culture and Climate

School Culture and Climate Data Sources

Campus leadership data
Department/faculty meeting discussion/data
District Goals
Parent surveys and/or other feedback
Staff surveys and/or other feedback

School Culture and Climate Strengths

Comprehensive Needs Assessment

The Elementary staff supports and encourages each other even when things are difficult. They are professional and take pride in our campus and care in their work with students.

School Culture and Climate Weaknesses

We have several students (over 200) that have special needs including significant mental health and emotional needs, and academic needs, including dyslexia. We are providing more support for teachers in helping these students. We have added the Reading Hive and the Math Hive to assist special education students with additional support for English Language Arts/Reading and Math.

School Culture and Climate Needs

Teachers need time to learn new resources, prepare and plan for students' instruction as well as time to implement the intervention. The Special Education Curriculum Supervisor will work with our special education teachers to provide input on curriculum and instruction.

Inclusion paraprofessional staff will be trained to use academic strategies to support special education students in all core content areas.

Provide team oriented activities to bring 4th and 3rd grade teachers together.

We need more teachers in 3rd and 4th grade to earn Teacher Incentive Allotment.

We need to continue to hire substitutes to fill teacher absences so we do not pull out our inclusion paraprofessional staff.

School Culture and Climate Summary

Overall, the staff is working hard to make the school and learning environment inviting and welcoming for our students. Students seem to respond well to the staff, instruction, and overall happiness at school is evident. We still have a lot of work to do to prepare our students for the high academic expectations we have, while still guarding their youth and well-being. It's a difficult balance especially with the pressure of feeling behind. Understanding, collaboration, and open dialogue have been the most effective strategies for dealing with the areas of need and weakness. We hope our new initiatives for math and reading will help our students succeed on the STAAR Reading and Math tests and allow our teachers to earn Teacher Incentive Allotment.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Campus leadership data
Dyslexia Data
Highly Qualified Staff
Professional learning communities (PLC) data
Special Student Populations
Staff surveys and/or other feedback
Teacher/Student Ratio

Staff Quality, Recruitment and Retention Strengths

All teaching staff at the Elementary campus are highly qualified. We provide mentors to all new staff and a specific paid mentor to teachers brand new to the teaching field. Our teams are large, however they work collaboratively in Professional Learning Communities each week to ensure our students are successful and to provide support to one another.

Staff Quality, Recruitment and Retention Weaknesses

We have more and more new staff each year.
This transition takes time to learn all the new components of a campus.
We need time to allow new teachers to observe master teachers.

Staff Quality, Recruitment and Retention Needs

We need time for teachers to collaborate and allow new teachers to observe and work with master teachers.

We need to ensure all teachers are eligible to earn Teacher Incentive Allotments.

Staff Quality, Recruitment and Retention Summary

The elementary campus is staffed with highly qualified teachers and provides mentoring support for all new staff, including paid mentors for teachers new to the profession. With an increasing number of new teachers each year, additional time is needed for collaboration, professional learning, and opportunities to observe master teachers. Through weekly Professional Learning Communities, teachers work together to support student success, strengthen instructional practices, and ensure all teachers are positioned to earn Teacher Incentive Allotment (TIA) designation.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Performance Objectives Summative Review
Disaggregated STAAR Data
District Goals
Effective Schools Framework data
Processes and procedures for teaching and learning
Professional learning communities (PLC) data
Results Driven Accountability (RDA)
STAAR current and longitudinal results

Curriculum, Instruction and Assessment Strengths

During the summer months, teacher curriculum-writing teams collaborated to develop and refine instructional resources aligned to the Texas Essential Knowledge and Skills (TEKS). These curriculum documents were housed in a shared Google Drive to ensure accessibility and consistency across all grade levels and content areas. The curriculum writers developed pacing guides, scope and sequence documents, year-at-a-glance planning tools, and common assessments to support high-quality instruction throughout the school year. As instructional needs emerge and curriculum updates are required, teacher teams will continue to review and refine instructional focus documents to ensure alignment and effectiveness.
To maximize instructional time and ensure rigorous implementation of the curriculum, the campus master schedule was revised to provide 120 minutes of dedicated instruction for ELAR/Social Studies and 120 minutes for Mathematics/Science daily. This scheduling structure supports deep learning opportunities and adequate time for intervention and enrichment.
The Principal, Curriculum Supervisor, and Math Specialist will conduct ongoing reviews of curriculum documents to ensure complete TEKS coverage and verify that teachers have access to all available instructional resources necessary to deliver high-quality, standards-based instruction. Curriculum resources and adopted textbooks are aligned to grade-level TEKS, and teachers have access to these materials through the Flour Bluff ISD Curriculum website.
A key instructional priority for the 2026-2027 school year is the continuation of Fundations in Kindergarten through Grade 3. Fundations is a State Board of Education-approved phonics program that replaces Really Great Reading and Handwriting Without Tears. The implementation of this program will strengthen foundational literacy skills and support early reading success.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

In addition, educators will continue to benefit from the Texas Reading Academies professional learning initiative, which enhances teacher effectiveness and improves student outcomes in literacy through evidence-based instructional practices. Teachers, administrators, and district-level staff serving Kindergarten through Grade 3 students will continue to utilize the knowledge and strategies learned through this professional development.
To further strengthen instruction and intervention efforts, the campus has expanded access to supplemental instructional resources, including Fundations for phonics and Progress Learning for Mathematics, Reading, Science, and Social Studies. Teachers also have access to technology-based instructional tools such as Lumio, Curipod, and GoGuardian to enhance student engagement, monitor progress, and support differentiated instruction.
Ongoing coaching and instructional support will be provided by the Math Specialist and Curriculum Supervisor, with a specific focus on supporting 3rd and 4th grade teachers through data-driven planning, instructional coaching, classroom modeling, and continuous improvement efforts designed to increase student achievement.

Curriculum, Instruction and Assessment Weaknesses

Teachers are learning how to utilize the new technology displays and Progress learning platform.

Curriculum, Instruction and Assessment Needs

Teachers need time to plan and evaluate assessments and instruction, including implementation of new resources.
Teachers will need resources for social studies and science to prepare third and fourth grade students for the social studies and science pre and post screeners.

1: Use weekly and unit assessment data to provide targeted coaching, review curriculum and assessments, and deliver professional learning to strengthen math instruction.
2: Implement and monitor a structured 60-minute daily WIN (What I Need) time plan to provide focused intervention and enrichment based on student needs.
3: Utilize Progress Learning regularly to supplement instruction and provide students with STAAR-aligned practice to improve academic performance and test readiness.

3rd Grade Math (All Students)
Approaches Level - 73% - 80%
Meets Level -44% - 60%
Masters Level- 22% - 27%

3rd Grade ELAR (All Students)
Approaches Level - 76% -83%
Meets Level- 48% -60%
Masters Level - 22% -30%

4th Grade ELAR (All Students)
Meets Level -57% - 60%
Masters Level- 27% - 30%

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

4th Grade Math (All Students) Approaches Level - 80% -83%

3rd/4th Grade Attendance (All Students)
96.5 %

PRIORITY FOCUS AREA
Improve 3rd grade ELAR and Math achievement across all STAAR performance levels through rigorous instruction, targeted support, and continuous progress monitoring.
GOAL
By Spring 2027, 3rd grade students will increase STAAR performance in ELAR and Math by 8-10 percentage points at the Approaches and Meets Grade Level standards and by 3 percentage points at the Masters Grade Level standard, while reducing the percentage of students performing at the Did Not Meet level by 8-10 percentage points compared to Spring 2026.

Improve 4th grade ELAR and Math achievement across Meets and Masters STAAR performance levels through rigorous instruction, targeted support, and continuous progress monitoring.
GOAL
By Spring 2027, 4th grade students will maintain performance at the Approaches Grade Level standard and increase STAAR performance in ELAR and Math by 3-5 percentage points at the Meets and Masters Grade Level standards compared to Spring 2026.

Curriculum, Instruction and Assessment Summary

Flour Bluff Elementary is committed to ensuring high-quality, TEKS-aligned instruction through collaborative curriculum development, strategic scheduling, targeted professional learning, and ongoing instructional support. During the summer, teacher curriculum-writing teams developed and refined pacing guides, scope and sequence documents, year-at-a-glance plans, and common assessments. These resources are housed in a shared digital platform to ensure consistency and accessibility for all teachers. Curriculum documents will be continuously reviewed and revised throughout the year to meet student needs and maintain alignment with state standards.
The campus master schedule provides 120 minutes of daily instruction for ELAR/Social Studies and 120 minutes for Mathematics/Science, maximizing instructional time and supporting intervention and enrichment opportunities. The Principal, Curriculum Supervisor, and Math Specialist will regularly review curriculum documents and instructional resources to ensure comprehensive TEKS coverage and effective implementation of district-adopted materials.
A primary instructional focus is the continued implementation of Fundations in Kindergarten through Grade 3 to strengthen foundational literacy skills. Staff will continue to apply learning from the Texas Reading Academies to support evidence-based reading instruction. Additional instructional and intervention resources, including Progress Learning, Lumio, Curipod, and GoGuardian, will be utilized to enhance student engagement, monitor progress, and support differentiated instruction.
Professional learning will focus on building teacher capacity through coaching, collaborative planning, and training on new instructional technologies, including interactive classroom displays and the Progress Learning platform. Teachers will be provided dedicated opportunities to analyze student data, plan instruction, evaluate assessments, and effectively implement new resources.
To improve student performance in Science and Social Studies, particularly in Grades 3 and 4, the campus will prioritize the acquisition and use of additional instructional resources aligned to pre- and post-screener assessments. Ongoing coaching and support from the Math Specialist and Curriculum Supervisor will help teachers strengthen

Curriculum, Instruction and Assessment Summary (Continued)

instructional practices, use assessment data effectively, and improve student achievement across all content areas.

Family and Community Involvement

Family and Community Involvement Data Sources

Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Parents have many avenues to communicate and be a part of the activities that best support their children.
They receive a monthly newsletter from the principal and regular communication from their child's teacher/s.
We post daily on our social media platform to highlight students and staff achievements.
Messages from the principal are sent out as needed for special events and important parent communication.
We host a fall and spring open house.
Parents are invited to attend the Thanksgiving feast in November and several student performances throughout the year.
Parents are invited to eat with their child during their birthday month.
Watch D.O.G.S. (Dads of Great Students) volunteers continues to bring in dad volunteers to assist with lunch, library and hallway monitoring at the elementary campus.

Family and Community Involvement Weaknesses

Due to increased health and safety protocols, visitors are not allowed on campus as much as in the past. However we have added some opportunities for parents to come on campus more during the school day including Birthday Lunches and Perfect Attendance Lunches. We are working on more opportunities for parents to come on campus to volunteer; currently we have our Watch DOGs program which is open to those with cleared background checks and completed orientation of the program.

Family and Community Involvement Needs

We need to create more events and opportunities for parents to be involved at school.

Family and Community Involvement Needs (Continued)

We are working on a volunteer "Fast Pass" for parents to expedite the ability to attend events at the school.

Family and Community Involvement Summary

The Flour Bluff Elementary 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 Data Sources

Campus leadership data
Current and/or prior year(s) campus/district plans

School Context and Organization Strengths

Students have a full day of social, emotional, and academic growth and learning, including a 20 minute unstructured recess, 45 minutes of daily structured PE, electives (which includes library instruction, classroom guidance, WIN time, and music), and classroom meeting time.
We have 2 counselors on staff for 3rd and 4th grade school guidance.

We have a dedicated Military Counselor to work with our military connected students.

School Context and Organization Weaknesses

We want to minimize the number of transitions the special education students and inclusion paraprofessionals have daily.

School Context and Organization Needs

Comprehensive Needs Assessment

We would like to request an additional basic teacher to provide a co-teach model for Basic English Language Arts instruction for the second semester.

School Context and Organization Summary

Daily Student Experience Includes:

125 minutes English Language Art/Social Studies
125 minutes Math/Science
20-minute unstructured recess for free play and social interaction.
45 minutes of structured Physical Education (PE) to promote physical health and teamwork.

Electives rotation, which includes 35 minutes of instruction one time each week in the following areas:
Library instruction
Classroom guidance
WIN time (What I Need – often used for targeted academic support)
Music
Classroom meeting daily for 15 minutes for community building and social-emotional learning.

Counseling Support:
2 school counselors dedicated to 3rd and 4th grade guidance (part of weekly rotation).
1 Military Counselor specifically supporting military-connected students.

Technology

Technology Data Sources

Current and/or prior year(s) campus/district plans
Department/faculty meeting discussion/data
Professional development needs assessment data

Technology Strengths

Comprehensive Needs Assessment

Most all instructional classrooms have interactive displays in the classrooms.
Most classrooms have several Chromebooks for students to use.
All teachers use technology daily.
Teachers currently use Curipod and Lumio to deliver lessons in core content areas.

Technology Weaknesses

Upgrading technology is a challenge due to budget constraints.
Replacing broken equipment is expensive and requires constant supervision by campus technician.

Technology Needs

We would like to get more iPads for the classrooms and keep our outdated technology up to date by purchasing newer equipment when necessary.

Utilize the campus and district technology committee to create a plan of action to replace out dated technology and replace broken devices.

Staff has requested technology training where they are able to have hands on experiences with successful products that support their teaching and planning.

Technology Summary

Our campus is adequately equipped with technology and resources. We need more training and practice with the equipment and resources. We also need to keep up with a replacement schedule for technology.

FLOUR BLUFF ELEMENTARY

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

Objective 1. (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. (Target Group: All,AtRisk) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	26-27	(F)Title IV Safe and Drug Free - $500	Criteria: 1.1.1A - Pass annual intruder detection audits. 08/31/26 - On Track
2. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. (Target Group: All,3rd,4th) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3,3.4)	Administration Attendance Clerk	26-27	(F)211-Title 1 - $1,000, (F)Title IV Safe and Drug Free - $500, (L)199-Local Funds, (S)161-State Compensatory, (S)State Comp. Ed.	08/31/26 - Significant Progress

FLOUR BLUFF ELEMENTARY

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

Objective 2. (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. 1.2A - Monitor alignment between written, taught, and assessed curriculum. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s)	2025-2026	(F)211-Title 1 - $5,500, (S)161-State Compensatory - $5,000	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn an "A" Rating. The percentage of 3rd-grade students at meets grade level on STAAR RLA will increase from 48% to 58% and STAAR Math will increase from 45% to 55%. The percentage of 4th-grade students at meets grade level on STAAR RLA will increase from 58% to 68% and STAAR Math will increase from 47% to 57%. 08/31/26 - On Track
2. 1.2B - Monitor and assess the campus' Professional Development program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,3,3.1,3.3,4,4.1,5,5.1)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	26-27	(F)211-Title 1 - $3,500, (S)161-State Compensatory - $5,999	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn a "B" Rating.

FLOUR BLUFF ELEMENTARY

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

Objective 2. (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
				The percentage of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 51% and STAAR Math will increase from 42% to 45%. The percentage of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 56% and STAAR Math will increase from 41% to 45%. 08/31/26 - On Track
3. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.3)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal	26-27	(F)211-Title 1 - $3,765	Criteria: 1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC) Annual Goals 1.2 - Earn an "A" Rating. The percentage of 3rd-grade students at meets grade level on STAAR RLA will increase from 48% to 58% and STAAR Math will increase from 45% to 55%. The percentage of 4th-grade students at meets grade level on STAAR RLA will increase from 58% to 68% and STAAR Math will increase from 47% to 57%. 08/31/26 - On Track

FLOUR BLUFF ELEMENTARY

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

Objective 2. (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
4. Utilize the Math Specialist and Curriculum Supervisor to provide coaching and feedback to 3rd and 4th-grade math teachers. Curriculum supervisor will coach 3rd and 4th Grade ELAR teachers and provide feedback on curriculum and assessments. (Title I SW Elements: 1.1) (Target Group: All,3rd,4th) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,5.3)	Content Area Teachers, Curriculum Supervisor(s), Principal	26-27	(F)211-Title 1 - $3,765, (S)161-State Compensatory - $4,445	Criteria: Local Assessment data BOY, six weeks from DMAC. Walkthrough Data PLC data discussion agenda 08/31/26 - On Track

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

Objective 3. (Objective 3) 1.3 Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to support the High School in the following: 1.3A - Increase and sustain TSI testing opportunities and passing rate 1.3B - Increase and sustain enrollment in College Prep Courses. 1.3C - Increase and sustain enrollment in Dual Credit Courses. The Elementary will complete the following strategies: Guest Speakers during the year, Career Days, Highlight Watch Dog Professions, Wednesday College and Career Highlights, Team Building through Positivity Project Lesson (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	26-27	(F)211-Title 1 - $900, (O)950-Principal Discretion - $1,000, (S)State Comp. Ed. - $2,215.84	Criteria: Calendar of Events for all activities 08/14/26 - On Track
2. 1: Use weekly and unit assessment data to provide targeted coaching, review curriculum and assessments, and deliver professional learning to strengthen math instruction. 2: Implement and monitor a structured 60-minute daily WIN (What I Need) time plan to provide focused intervention and enrichment based on student needs. 3: Utilize Progress Learning regularly to supplement instruction and provide students with STAAR-aligned practice to improve academic performance and test readiness. 3rd Grade ELAR (All Students) Approaches Level - 76% -83%, Meets Level- 48% -60%, Masters Level - 22% -30% 4th Grade ELAR (All Students) Meets Level - 57% - 60%, Masters Level- 27% - 30% (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5.1,5.3,5.4)	Assistant Principal(s), Content Area Teachers, Curriculum Supervisor(s), Principal	August 2026-May 2027	(F)211-Title 1 - $15,000, (L)199-Local Funds - $5,000, (S)161-State Compensatory - $5,000	Criteria: Six Weeks data Grades PLC/Meeting logs TTESS Observations and Walkthrough data 08/14/26 - On Track

FLOUR BLUFF ELEMENTARY

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

Objective 4. (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. 1.4A - Raise awareness of available extra/co-curricular activities/clubs. These will include: UIL Events (Number Sense, Music Memory, Oral Reading, Ready Writing, Spelling, Chess Puzzle, Art Awareness, Story Telling, and Project Art); Math Club, Oceans Club, Bird/Nature Club, Jazzy Bees, Running Club, X-STREAM Night, Performing Arts Club, and Eco Team. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)	26-27	(O)950-Principal Discretion - $500	Criteria: "Agenda School Expectations Event Calendar Placing at Events" Increase the number of students who are involved in clubs and competitions 09/08/26 - On Track

FLOUR BLUFF ELEMENTARY

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

Objective 1. (Objective 1) 2.1 Intentional Compensation2.1 Faculty & Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (ESF: 2,2.1)	Principal	26-27		Criteria: Campus Evaluation Decrease annual staff turnover rate. Staff Survey TIA data TTESS data 09/04/26 - Some Progress

FLOUR BLUFF ELEMENTARY

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

Objective 2. (Objective 2) 2.2 Faculty & Staff Satisfaction 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. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,5,5.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	26-27	(F)211-Title 1 - $5,000	Criteria: 2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) Increase in the number of teachers requesting coaching/modeling lessons by the Math Specialist and the Curriculum Supervisor. 08/14/26 - Some Progress
2. 2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal	26-27		Criteria: 2.2B - Bi-Annual TTESS Calibrations (Google Forms) Campus Administrator walkthrough data and evaluation data. 07/27/26 - On Track
3. 2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,4,4.1,5,5.1,5.2)	Assistant Principal(s), Curriculum Supervisor(s), Principal	26-27		Criteria: 2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings. Weekly PLC meeting discussions and data disaggregation. 08/14/26 - On Track

FLOUR BLUFF ELEMENTARY

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

Objective 3. (Objective 3) 2.3 Professional Development Plans are Developed and Required for all Categories of Employees2.3 Positive Culture & Workplace Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.3A - Implement and sustain Wellness Event Activities and Promotions systematically. The PTO purchased four portable Pickle Ball courts for elementary staff to use for wellness and team-building activities. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Leadership Team, Principal, Teacher(s)	26-27		Criteria: - Support the district's long-term goal of maintaining 100% of district and campus educators, as well as paraprofessionals, as Highly Qualified through 2026. - Increase the number of teachers eligible for the local Teacher Incentive Allotment policy by 20% by 2027. - Promote participation among staff in wellness events held on campus and at district-wide events. 08/31/26 - On Track
2. 2.3B - Implement and Systematically Sustain Staff Recognitions. Shout Outs, Teacher Luncheons, Teacher Treats, Teacher Appreciation Days, Daily Positive Quote message to Staff, and Elementary Social Media announcments. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3)	Advisory/Community/Partnership Committees, Assistant Principal(s), Principal	26-27	(O)950-Principal Discretion - $2,500	Criteria: 2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events, Retention of staff, district staff survey, and monthly Hornet Hero recognition. 08/31/26 - On Track
3. Support District Strategies 2.3C - Implement and Systematically Sustain Staff Feedback Protocols 2.3D - Sustain and Enhance School Emergency Operations & Procedures (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	26-27	(O)950-Principal Discretion - $1,000	Criteria: 2.3C&D - Listen, Learn, and Adjust from Staff Feedback Campus Monthly Staff Meetings Campus SBDM Meetings Weekly PLC Meetings 08/31/26 - On Track

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 1. (Objective 1) 3.1 Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1A - Systematically monitor and sustain family engagement activities. Main Strategies: Social Media Feed, Invitations to Events such as Math and Science Night, Membership on SBDM and other Committees. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)	Principal	26-27	(F)211-Title 1 - $1,000	Criteria: 3.1A - Calendar monitoring of campus engagement events. Annual Goals 100% of events on the campus events calendar occurred. Parent Survey Questions Volunteer Total Year to Year 08/31/26 - On Track
2. 3.1B - Monthly Family Engagement Opportunities. Veteran's Day program, Xtreme Night, Watch DOGS Pizza Party night, Open House, Christmas Program, Science Fair Awards night. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Assistant Principal(s), Content Area Teachers, Counselor(s), Curriculum Supervisor(s), Principal(s)	26-27	(F)211-Title 1 - $1,000, (L)199-Local Funds - $100	Criteria: 3.1B - Family Participation Monitoring (Sign-In Sheets) 08/31/26 - On Track
3. 3.1C - Continuous improvement for Volunteer opportunities. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal	26-27	(O)950-Principal Discretion	Criteria: 3.1C - Volunteer Participation Monitoring 08/31/26 - Some Progress 08/31/26 - Pending 08/31/26 - Some Progress

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

Objective 2. (Objective 2) 3.2 Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies below with Watch Dogs Program, Host Mentors, HEB Share your Christmas 3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Content Area Teachers, Counselor(s), Principal	26-27	(O)950-Principal Discretion - $500	Criteria: 3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) Visitor Login, Donations Made Support the District's Long-Term Goal of Increasing the number of non-parent community engagement opportunities (social media platforms, newsletters, committee membership, and volunteering) by 30% by 2026. 09/01/26 - On Track

FLOUR BLUFF ELEMENTARY

Goal 3. (Goal 3) Community Satisfaction and Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	26-27	(L)199-Local Funds, (O)950-Principal Discretion - $100	Criteria: 3.3A - Governmental Agency Monitoring Calendar (Monthly) 09/01/26 - On Track

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), ELA Curriculum Supervisor	26-27		Criteria: District 4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports 09/03/26 - On Track

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 2. (Objective 2) 4.2 Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.2A - Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Securing Buildings/Facilities (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2025-2028		Criteria: District and Campus Assessments/Reports: 4.2 - District/Campus Facility Assessments 4.2 - District Demographic Report 4.2 - District Financial Advisor Report 09/03/26 - On Track

FLOUR BLUFF ELEMENTARY

Goal 4. (Goal 4) Financial Stewardship

Objective 3. (Objective 3) 4.3 Effective & Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support District Strategies: 4.3A - Expenditure Projection Plan 4.3B - Maximizing Existing Funding/Grant Opportunities 4.3C - Energy Management 4.3D - Effectively utilize the Work Order System (FMX) (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Curriculum Supervisor(s), Principal	26-27		Criteria: Campus Input/Participation in the following District Evaluation Methods: 4.3A - District Alignment of Expenditures and Revenues 4.3B - District and Campus Increase funding and grant opportunities 4.3C - District Establish energy management program through Long Range Planning Committee. 08/14/26 - On Track