FLOUR BLUFF INTERMEDIATE

25-26 Campus Improvement Plan
2026/2027

Faith, Family, Fun

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FLOUR BLUFF INTERMEDIATE

Mission

The mission of the Hornet community is to foster and empower students to become confident, productive member 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 INTERMEDIATE 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 for Flour Bluff Intermediate:

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

Intermediate SBDM Committee

Name	Position
Alvarado, Sal	Campus Principal
Balerio-Houck, Leslie	Curriculum Supervisor
Baxter, Taylor	Secretary
Stoner, Suzanne	Teacher
Quintanilla, Lisa	Business Representative
Huckabee, Chad	Community Representative
Frank, Cindy	Community Representative
Martinez, Ashley	Teacher
Maxwell, Maryann	Teacher
Forney, Alison	Teacher
Ruiz, Sara	Teacher
Freeman, Cassie	Central Administration
Tirado, Nicole	Parent
Stoud, Kimberly	Parent
Peacock, Sherell	Teacher
Suarez, Monica	Teacher
Dial, Stacy	Teacher
Ellis, Bayleigh	Teacher
Solis, Stephanie	Teacher
Semtner, Abi	Teacher
West, Moriah	Teacher
Cotter, Michelle	Teacher
Graham, Catherine	Teacher

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

Objective 1. (Objective 1.) (SEL) 1.1 Safety & Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.1A - Monitor and systematically assess the implementation of security processes and policies. 1.1B - Monitor and systematically assess the implementation of the district's counseling program. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,5,5.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Director of Facilities, Principal, Principal(s)	2026-2027	(L)GT 6200, (S)ESL	Criteria: Output: 1.1.1A - Pass annual intruder detection audits. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks. 1.1B - Intermediate - 100% of students get monthly Character Education lessons from the counselors. 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track
2. Build in a schedule so that students can get a brain break with in the school day. Brain Break 6th Grade 20 minutes during Science. 5th Grade 20 minutes during Social Studies. (Title I SW Elements: 1.1) (Strategic Priorities: 4) (ESF: 3.2,3.3)		26-27		09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track
3. PBIS: Building a Culture that promotes CPH Class- Character Pride- Preparedness Heart-Humility (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All,5th,6th) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)		26-27		09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/02/25 - On Track

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

Objective 2. (Objective 2.) (Four Core Academic Areas) 1.2 Annually increase the Academic Achievement in the four academic areas. Reading Language Arts, Mathematics, Science and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.2A - Monitor alignment between written, taught, and assessed curriculum. 1.2B - Monitor and assess the district's Professional Development program. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Case Manager(s), Curriculum Supervisor, Librarian(s), Teacher(s)	2026-2027	(F)Title I 6200 - $9,925, (F)Title I 6300 - $13,000, (F)Title I 6400 - $2,800, (L)GT 6200 - $800, (S)ESL - $300, (S)SCE 6400 - $4,500	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 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.3 Annually increase CCMR results 1.3C - Increase and sustain enrollment in Dual Credit Courses. (Title I SW Elements: 2.4,2.5,3.1) (Target Group: 5th,6th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Department Head(s), Librarian(s), Principal, Special Ed Teacher(s), Teacher(s)	2025-2026	(F)Title I 6200, (F)Title I 6400, (L)GT 6200 - $800	Criteria: Output: 1.3A - Increase the number of students in our 7th grade math, Advanced math, and 7th grade science. 1.3 B Increase the number of students in STEAM and Oceans 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.4A - Raise awareness of available extra/co-curricular activities/clubs. 1.4B - Survey student interest, evaluation of current programs, and participation in extracurricular activities/clubs. (Activity Rosters) (Title I SW Elements: 1.1,2.2,3.2) (Target Group: 5th,6th) (Strategic Priorities: 2,4) (ESF: 3.1,3.2)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Special Ed Teacher(s), Teacher(s)	2026-2027	(L)GT 6200 - $800	Criteria: 1.4 - Bi-annual evaluation via student enrollment in extra/co-curricular activities and clubs. Ticket Sales for extra/co-curricular activities. 09/03/26 - On Track 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 2. (Goal 2.) (Faculity and Staff) Facuility and Staff. Well-being, Professional Development and Growth

Objective 1. (Objective 1.) Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.1A - Strategic Staffing based on course counts and essential needs. 2.1B - Strategic extracurricular staffing based on student needs and interests. 2.1C - Competitive compensation for all categories of employees. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1,1.1,1.2,2,2.1,3,3.1)	Assistant Principal(s), Curriculum Supervisor, Department Head(s), Principal, Special Ed Teacher(s), Teacher(s)	2026-2027		Criteria: TIA 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

FLOUR BLUFF INTERMEDIATE

Goal 2. (Goal 2.) (Faculity and Staff) Facuility and Staff. Well-being, Professional Development and Growth

Objective 2. (Objective 2.) Capacity building of all staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.2A - Annual evaluation of attendance at Professional Development. 2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. 2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Curriculum Supervisor, Principal, Public Information Coordinator, Teacher(s)	2026-2027		Criteria: 2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) 2.2B - 4X-Annual TTESS Calibrations (Google Forms) 2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

FLOUR BLUFF INTERMEDIATE

Goal 2. (Goal 2.) (Faculity and Staff) Facuility and Staff. Well-being, Professional Development and Growth

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 2.3A - Implement and systematically sustain Wellness Event Activities and Promotions. 2.3B - Implement and Systematically Sustain Staff Recognitions. 2.3C - Implement and Systematically Sustain Staff Feedback Protocols 2.3D - Sustain and Enhance School Emergency Operations & Procedures (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,2,2.1,3,3.1,3.2,5,5.2)	Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal	2026-2027		Criteria: 2.3A - Annual Wellness Event Tracking. (District Activity List) 2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events. 2.3C&D - Listen, Learn, and Adjust from Staff Feedback 09/03/26 - On Track 05/07/26 - Completed 05/07/26 - On Track 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 3. (Goal 3.) (Community) Community Satisfaction and Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.1A - Systematically monitor and sustain family engagement activities. 3.1B - Family Engagement Opportunities. 3.1C - Continuous improvement for Volunteer opportunities. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)	Assistant Principal(s), Chief Communications Officer, Curriculum Supervisor, Principal, Teacher(s)	2025-2026		Criteria: 3.1A - Calendar monitoring of campus engagement events. (District & Campus Events Calendar) 3.1B - Family Participation Monitoring (Sign-In Sheets) 3.1C - Volunteer Participation Monitoring (HR Volunteer List) 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 12/12/25 - On Track 09/10/25 - On Track

FLOUR BLUFF INTERMEDIATE

Goal 3. (Goal 3.) (Community) Community Satisfaction and Engagement

Objective 2. (Objective 2.) Increase Community Engagement and Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. 3.2C - Increase and sustain district-wide participation with the Corpus Christi Food Bank and local food ministry partners. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: 5th,6th) (Strategic Priorities: 3) (ESF: 3.1,3.4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2025-2026		Criteria: 3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) 3.2B - Monitoring frequency of campus and district community service projects. (MOY) 3.2C - Evaluate the number of participants supporting the food bank. (MOY) 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 3. (Goal 3.) (Community) Community Satisfaction and Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 1.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Advisory/Community/Partnership Committees, Assistant Principal(s), Case Manager(s), Counselor(s), Curriculum Supervisor, Principal, Teacher(s)	2026-2027	(L)GT 6200	Criteria: 3.3A - Governmental Agency Monitoring Calendar (Monthly) The Events Calendar has been added to the district and campus web pages. We will update this calendar monthly with upcoming events and key dates. 3.3B - Monitor and Increase the MOU/LOA agreements. 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 4. (Goal 4.) (Financial) Financial Stewardship

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 2,2.1)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2025-2026	(S)SCE 6400	Criteria: 4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 4. (Goal 4.) (Financial) Financial Stewardship

Objective 2. (Objective 2.) Facility Management

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 4.2A - Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Securing Buildings/Facilities (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 2,2.1)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2026-2027	(S)SCE 6400	Criteria: 4.2 - District/Campus Facility Assessments 4.2 - Demographic Report 4.2 - Financial Advisor Report 09/03/26 - On Track 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

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Goal 4. (Goal 4.) (Financial) Financial Stewardship

Objective 3. (Objective 3.) Effective and Efficient Operations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 2.2) (Target Group: All) (ESF: 3,3.1)	Advisory/Community/Partnership Committees, Assistant Principal(s), Curriculum Supervisor, Principal	2026-2027	(S)SCE 6400	Criteria: 4.3A - Alignment of Expenditures and Revenues 4.3B - Increase funding and grant opportunities 4.3C - Establish energy management program through Long Range Planning Committee. 4.3D - Quicker turnaround time (baseline data needed) 05/07/26 - Completed 03/31/26 - On Track 12/12/25 - On Track 09/10/25 - On Track

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Texas Academic Performance Report (TAPR) data

Demographics Strengths

Strong Special Education program
Accelerated learning plans and committees for students who are at-risk
Mentor Programs for students and teachers
Variety of Elective programs
Pre-Athletics
UIL Teams
Extracurricular Clubs

Demographics Weaknesses

The ADA, average daily attendance for the 2025-2026 school year was 95.4%. The campus would like to increase daily attendance for the 2026-2027 school year to 96%.

Demographics Needs

The campus will continue to provide programs to support and attract new students.

Demographics Summary

Demographics Summary (Continued)

Flour Bluff Intermediate is a Title 1 Campus. We are comprised of 763 students in grades 5 and 6, with 377 5th Graders and 386 6th Graders. There are 16 5th grade core classroom teachers and 16 6th grade core classroom teachers. In addition, the Intermediate Campus has one self-contained classroom and four foundations classrooms. There is a total of 81 faculty and staff members, including teachers, administrators, paraprofessionals, and support staff.

Student Achievement

Student Achievement Data Sources

Accountability Distinction Designations
Attendance data
Failure Lists
Grades that measure student performance on TEKS
Highly Qualified Staff
STAAR current and longitudinal results
TELPAS results
Texas Academic Performance Report (TAPR) data

Student Achievement Strengths

Faculty and staff at the Intermediate campus consistently strives to improve students' achievement on academics and social needs.

Student Achievement Weaknesses

The Intermediate campus strives to increase student's academic growth and scores in accordance with Accountability Rating in Meets and Masters in Math, RLA, and Science for all students.

Student Achievement Needs

Comprehensive Needs Assessment

Improve STAAR scores and growth in Math, ELAR, and Science.

Student Achievement Summary

2024-2025 STAAR performance.

5th Grade Math; Approaches, Meets, Masters
ALL: 82%, 59%,23%
Hispanic: 80%, 58%, 20%
Asian: 80%, 80%, 80%
Native American: -%, -% -%
African American: 100%, 50%, 0%
Islander: 100%, 0%, 0%
White: 84%, 63%, 25%
Two or More Races:81%, 38%, 19%
Economically Disadvantaged: 73%, 45%, 10%
English as a Second Language: 63%, 32%, 5%
Gifted and Talented: 100%, 100%, 93%
Special Education: 62%, 34%, 9%

6th Grade Math; Approaches, Meets, Masters
ALL: 83%, 44%,16%
Hispanic: 85%, 38%, 12%
Asian: 100%, 88%, 63%
Native American: -%, -% -%
African American: 80%, 40%, 20%
Islander: -%, -%, -%
White: 80%, 47%, 15%
Two or More Races:83%, 50%, 28%
Economically Disadvantaged: 74%, 34%, 11%
English as a Second Language: 85%, 15%, 15%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Gifted and Talented: 100%, 94%, 61%
Special Education: 69%, 24%, 4%

5th Grade Reading Language Arts; Approaches, Meets, Masters
ALL: 85%, 63% 33%
Hispanic: 85%, 58%, 29%
Native American -%, -% -%
Asian: 80%, 80%, 80%
African American: 50%, 50%, 0%
Islander: 100%, 100%, 0%
White: 85%, 65%, 37%
Two or More Races: 94%, 75%, 25%
Economically Disadvantaged: 78%, 48%, 18%
Limited English Proficient: 68% 37%, 11%
Gifted and Talented: 100%, 100%, 91%
Special Education: 65%, 33%, 13%

6th Grade Reading Language Arts; Approaches, Meets, Masters
ALL: 80%, 64% 37%
Hispanic: 77%, 61%, 31%
Native American 100%, 100% 100%
Asian: 100%, 83%, 83%
African American: 83%, 67%, 33%
Islander: -%, -%, -%
White: 81%, 66%, 36%
Two or More Races: 80%, 50%, 35%
Economically Disadvantaged: 71%, 50%, 23%
Limited English Proficient: 65% 35%, 8%
Gifted and Talented: 98%, 98%, 92%
Special Education: 50%, 28%, 8%

Student Achievement Summary (Continued)

5th Grade Science: Approaches, Meets, Masters
ALL: 80%, 53%, 28%
Hispanic: 77%, 47%, 21%
Native American:-%, -%, -%
Asian: 80%, 80%, 60%
African American: 50%, 50%, 0%
Islander: 100%, 100%, 0%
White:84%, 58%, 38%
Two or More Races:81%, 56%, 6%
Economically Disadvantaged: 70%, 39%, 17%
Limited English Proficient: 58%, 26%, 16%
Gifted and Talented: 100%, 100%, 85%
Special Education: 61%, 27%, 11%

School Culture and Climate

School Culture and Climate Data Sources

Survey and Interviews of Students/Staff/Parents
Violence and/or violence prevention records

School Culture and Climate Strengths

The Intermediate strengths are:
All core classes have ninety minutes of instruction. - PBIS & Positivity Project is a focus of guidance lessons and 40% of our staff has completed Mental Health Training. Intermediate - Support programs are in place to assist Students: Title 1 Tutoring for Math and Reading throughout the school day, built-in teacher tutorials, and advisory. The Intermediate Campus offers a variety of extracurricular clubs such as: Intermediate Live, Student Council, Running Club, Nature Club, Robotics Club, Helping Hands Club, Chess Club, Art Club, and UIL Academic Teams. The extracurricular clubs are in place to help develop well-rounded students who can enhance their learning to improve leadership,

School Culture and Climate Strengths (Continued)

socialization, and academic skills by working together. Students have the opportunity to join Intermediate Live where they manage and lead morning announcements, developing their communication and leadership skills. 6th graders have the opportunity to participate in pre-athletics where they learn not only athletic skills but Class, Pride, Heart FB athletics mantra. Flour Bluff Intermediate faculty participate in Professional Learning Communities (PLC) and collaborate to encourage problem solving and critical thinking.

School Culture and Climate Weaknesses

The Intermediate campus struggles, at times, with student educational and emotional needs for some student populations.

School Culture and Climate Needs

Due to the challenges, the campus will provide additional training, support, and flexibility for students and staff to address specific needs.

School Culture and Climate Summary

Flour Bluff Intermediate strives to provide a positive school culture and climate. We treat all people with dignity and respect. Our teachers are provided with the time to plan instruction, through bi-weekly Professional Learning Communities (PLC) meetings and designated Professional Development throughout the school year. In addition, we provide many opportunities for teachers and staff to meet with parents to obtain information about classroom instruction and student progress in the academic setting.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff
Staff Development
Staff surveys and/or other feedback

Staff Quality, Recruitment and Retention Data Sources (Continued)

Teacher/Student Ratio

Staff Quality, Recruitment and Retention Strengths

Flour Buff Intermediate provides Professional Development to teachers and staff throughout the school year. Teacher mentors are provided to every new teacher on the campus. The number of certified English as a Second Language (ESL) teachers is increasing. The district/campus utilizes Talent Ed as a tool for applicants to apply online for all available positions at Flour Bluff ISD/Flour Bluff Intermediate. In some cases, the campus requires applicants to teach a lesson to students as part of the interview process to make sure it is a good fit for the applicant and campus. Teacher Incentive Allotment is available to teachers that earn a designation based on growth and TTESS in the areas of Math, RLA, 5th Grade Science, SPED, PE, Art, Choir, Band.

Staff Quality, Recruitment and Retention Weaknesses

The campus will align with the district to continue to strive in offering competitive compensations and benefit packages to retain and recruit teachers. The campus will support teachers by providing content specific Professional Development.

Staff Quality, Recruitment and Retention Needs

Teachers continue to want new trainings, support, and guidance to continue their professional learning and growth.

Staff Quality, Recruitment and Retention Summary

Flour Bluff Intermediate faculty and staff are 100% highly qualified. Developing and increasing the capacity of our professional staff is a priority at Flour Bluff Intermediate. All staff are trained at both the campus and district level annually to ensure sustainability.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

Accountability Distinction Designations
Closing the Gaps Domain
Department/faculty meeting discussion/data
Disaggregated STAAR Data
Grades that measure student performance on TEKS
Processes and procedures for teaching and learning
Professional learning communities (PLC) data
Special Student Populations
STAAR current and longitudinal results
STAAR Released Test Questions
Staff Development
Summary of Student Progress (not taking STAAR)
Teacher/Student Ratio

Curriculum, Instruction and Assessment Strengths

Flour Bluff Intermediate maintains quality curriculum and instruction through:
Department meetings, grade level meetings, team meetings, and faculty meetings are organized and follow the PLC process to establish a climate and environment of collaboration to improve instruction and student engagement. Teachers have the opportunity to plan and collaborate throughout the school year. The campus teachers are doing reflective learning walks in classes to help build opportunity for learning and collaborations. Assessments both formative and summative, are given and analyzed to monitor the progress of students and help guide instruction. Numerous Flour Bluff Intermediate teachers are certified in multiple subject areas which allows for co-teaching, more opportunities for small group instruction and additional instructional support in the classroom.

Curriculum, Instruction and Assessment Weaknesses

Certain students continuously struggle academically and emotionally. The campus, at time, is struggling to meet the needs of students as they strive to close the gaps.

Curriculum, Instruction and Assessment Needs

To address the weakness, the campus will allocate Professional Learning Community opportunities for departments and POD teams that address the changes in the curriculum and testing. Department leads will collaborate with their teams to reflect, adjust, and problem-solve. The campus teachers are doing reflective learning walks in classes to help build opportunity for learning and collaborations.

Curriculum, Instruction and Assessment Summary

Flour Bluff Intermediate teachers utilize a wide array of resources to effectively teach the Texas Essential Knowledge and Skills (TEKS) in all core subject areas: Mathematics, ELAR/Reading, Science, and Social Studies. Implementation of the TEKS standards is accomplished through Professional Learning Communities (PLC), vertical alignment, curriculum writing sessions, scaffolding, and through the campus curriculum supervisor. Administrators, teachers, and district administrators all contribute to the preparation and evaluation of the instructional lessons and assessments. In addition, data meetings with the principal and curriculum supervisor are held every six weeks to discuss academic concerns and celebrations about students and/or instruction.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent engagement rate
Parent surveys and/or other feedback
Planning and decision making committee data
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Flour Bluff Intermediate Campus encourages and supports family and community involvement through various activities such as: Open House, Sneak Peek, and STEAM nights. Intermediate has watchdogs that come to the campus and other volunteers for color run, field day, and field trips. Flour Bluff Intermediate also works in a partnership with Texas A&M Corpus Christi for pre-service and student teachers. Flour Bluff Intermediate received a Purple Star Campus Designation Award for supporting the unique needs of military-connected students and their families. The campus is a Purple Star campus.

Family and Community Involvement Weaknesses

The Intermediate campus will continue to improve parent involvement and engagement.

Family and Community Involvement Needs

The Intermediate campus would like to increase percentage of parent involvement.

Family and Community Involvement Summary

The Flour Bluff Intermediate Campus continues to make family and parent involvement a top priority by keeping up-to-date on communications with parents/guardians in regards to their student's academic and social progress.

School Context and Organization

School Context and Organization Data Sources

STAAR current and longitudinal results
STAAR Released Test Questions
State-developed online interim assessments
Summary of Student Progress (not taking STAAR)
Violence and/or violence prevention records

School Context and Organization Strengths

Tutoring occurs for Reading, and Math classes during the school day. Positive Behavior Intervention Support (PBIS) initiative and counselor have created and implemented a curriculum to provide positive behavior that builds and enhances students' overall social skills. Flour Bluff Intermediate Counselor provides social/emotional counseling to students in need.

School Context and Organization Weaknesses

The Intermediate campus would like to increase training opportunities to assist teachers with student academic and emotional needs.

School Context and Organization Needs

The campus is trying to find innovative and creative ways to support faculty and staff to better assist students with academic and emotional needs.

School Context and Organization Summary

The main focus of Flour Bluff Intermediate Campus is to provide a safe, caring, and effective learning environment. In addition, our teachers and staff keep parents and the community informed and involved in school events and classroom activities.

Technology

Technology Strengths

Flour Bluff Intermediate Campus continues to keep up-to-date with the latest innovative technology tools via educational online student resources, webinars, virtual classroom lessons, Google Meetings, Google Classrooms, Wireless keyboards, Lumio for student engagement and accountability. Flour Bluff Intermediate utilizes technology to efficiently communicate with parents, as well as educators to assist with professional development. Every grade level team (POD) on the campus has 4 Chromebook carts dedicated to instruction and assessments.

Technology Weaknesses

The campus continues to work on technology integration to increase student engagement. While also, increasing students use and interaction with technology.

Comprehensive Needs Assessment

Technology Needs

The campus continues to want more support and training in the latest and innovative programs to effectively utilize technology for their students. As well as more Chromebooks and Chromebook carts for the classrooms so that student can interact with their curriculum and technology seamlessly.

Technology Summary

Technology is a vital tool at the Flour Bluff Intermediate Campus as our students utilize our Interactive Televisions, Chromebooks, and computer labs daily. The Intermediate campus utilizes Google Classroom as an additional resource for students and parents. In addition, all 5th graders take a semester of technology as part of the Kaleidoscope elective cycle, and 6th graders have technology integrated in their curriculum.

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