

# EARLY CHILDHOOD CENTER

## Campus Improvement Plan

### 2021/2022

*Nurturing Life-Long Learners*



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# EARLY CHILDHOOD CENTER

## **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

EARLY CHILDHOOD CENTER 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 Early Childhood Center

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

# ECC SBDM Committee

Name	Position
Martinez, Molli	Principal
Philomeno, Jessica	Campus Administrator
Mora, Erica	Campus Non-Teaching Professional
Bujnoch, Tracy	Teacher
Gadberry, Kimberly	Teacher
Owens, Chanel	Teacher
Villarreal, Kaitlyn	Teacher
Johnson, Mary May	Paraprofessional
Clark, Brandy	SpEd Paraprofessional
Garry, Erika	Parent
McClure, Ashley	Parent
Holmes, Alex	Business Member
Klaus, Travis	Business Member
Gadberry, Donna	Community Member
Barganski, Linda	District Administrator
Reneau, Angela	Teacher

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Flour Bluff ISD and its campuses represent a diverse population of students. Our Kinder program accepts transfers from other communities, and our Pre-K program accepts students according to TEA criteria. Our Early Childhood Special Education classrooms allow us to service all students to include students in the community through our ChildFind process. We have a large population of Military students as this is a qualifier for our full-day High-Quality Pre-K program. We have many resources to service our young population of students including a Campus Counselor, District Social Worker, and Military Liaison Counselor.

### Demographics Weaknesses

Our campus is limited in our Pre-Kinder program as students must qualify to enroll in the program according to TEA guidelines. This qualification can limit students who would like to register to our campus and district. We do not allow transfers for our Pre-Kinder program.

### Demographics Needs

Continue to advertise for our campus programs to increase enrollment and diversity.

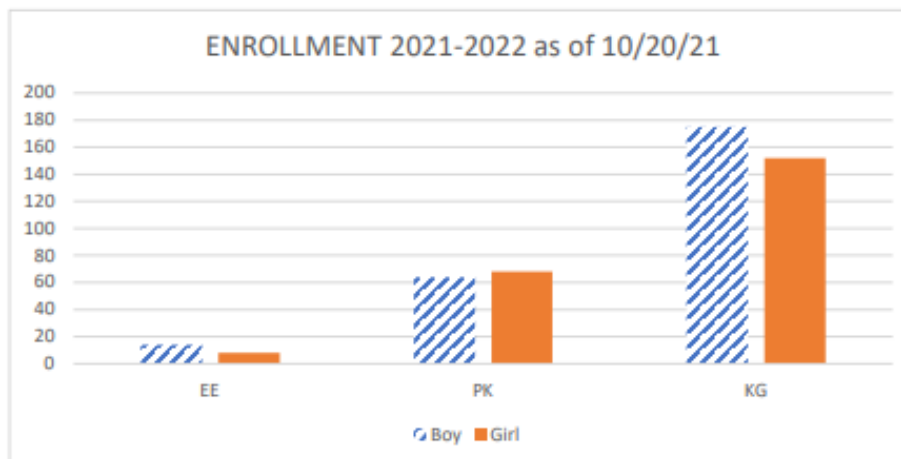
### Demographics Summary

See attachment for the demographic summary.

### ENROLLMENT 2021-2022 as of 10/20/21

Grade	Boy	Girl	Total
EE	14	8	22
PK	64	68	132
KG	175	152	327
<b>Total</b>	<b>253</b>	<b>228</b>	<b>481</b>

\*8=community



### Enrollment 2020-2021 as of 5/26/21

Grade	Boy	Girl	Total
EE	21	11	32
PK	51	35	86
KG	167	144	311
<b>Total</b>	<b>239</b>	<b>190</b>	<b>429</b>

#### GradeLevel: EE

2 Teachers

Ethnicity	Boy	Girl	Total
Am Indian			0
Asian			0
Black		1	1
Nat Hawaiian			0
White	5	5	10
Hisp/Lat	7	2	9
Mutli-Race	2	0	2

<b>Total</b>	<b>14</b>	<b>8</b>	<b>22</b>
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#### GradeLevel: PK

7 Teachers

Ethnicity	Boy	Girl	Total
Am Indian	1		1
Asian	2		2
Black	3	1	4
Nat Hawaiian		1	1
White	16	21	37
Hisp/Lat	35	43	78
Mutli-Race	7	2	9

<b>Total</b>	<b>64</b>	<b>68</b>	<b>132</b>
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#### GradeLevel: KG

17 Teachers

Ethnicity	Boy	Girl	Total
Am Indian			0
Asian	3	2	5
Black	5	2	7
Nat Hawaiian			0
White	67	61	128
Hisp/Lat	95	80	175
Mutli-Race	5	7	12

<b>Total</b>	<b>175</b>	<b>152</b>	<b>327</b>
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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

Students at the ECC grow tremendously throughout the year, as evidenced by the Universal Screeners (Reading: TX-KEA 2020-2021 and mClass 2021-current & Math Benchmarks) progress monitoring.

ECC has quarterly data meetings with teachers and administration to determine students in need of remediation or acceleration. Teachers collaboratively create individualized student goals to ensure student achievement and growth.

### Student Achievement Weaknesses

Students have not had consistent face to face learning until this year. This has caused a noticeable decline in the beginning of the year Reading mClass assessment and Math Benchmarks.

### Student Achievement Needs

Students need small group instruction tailored to their needs as identified by assessments and progress monitoring to close the gap in learning caused by COVID-19.

### Student Achievement Summary

At the ECC, we empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

See ECC mClass BOY 2021 data attachment.

Flour Bluff ISD received an "A" on the 2019 Accountability Rating and 2019 Special Education Determination Status: Meets Requirements

Campus Accountability Ratings  
ECC and Primary are paired with the Elementary: C

## Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: All Grades District: FLOUR BLUFF ISD School: Flour Bluff Early Childhood Center	School Year: 2021-2022 Period: 21-22 BOY	Measure: All Measures Level Filter: All Levels

FLOUR BLUFF ISD		Current as of 11/13/2021
Flour Bluff Early Childhood Center		
Grade K		
Measures	20%40%60%80%	Total Students
Composite Score	21-22 BOY <div><div></div><div></div><div></div><div></div></div> <div>151(48%)56(18%)46(15%)58(19%)</div>	311
Letter Names (LNF)	21-22 BOY <div><div></div><div></div><div></div></div> <div>155(50%)52(17%)104(33%)</div>	311
Phonemic Awareness (PSF)	21-22 BOY <div><div></div><div></div><div></div><div></div></div> <div>118(38%)81(26%)85(27%)27(9%)</div>	311
Letter Sounds (NWF-CLS)	21-22 BOY <div><div></div><div></div><div></div><div></div><div></div></div> <div>119(38%)77(25%)33(11%)54(17%)28(9%)</div>	311
Decoding (NWF-WRC)	21-22 BOY <div><div></div><div></div><div></div></div> <div>119(38%)169(55%)23(7%)</div>	311
Word Reading (WRF)	21-22 BOY <div><div></div><div></div><div></div></div> <div>120(39%)133(42%)58(19%)</div>	311

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

The Campus Team

- continues to have a great deal of expertise on the part of teachers regarding their content areas as our teachers are reflective practitioners that strive to implement the guidelines and TEKS with fidelity and engaging activities that have students think critically.
- cares deeply about the success of our students in all areas to include supporting their social and emotional needs.
- puts in a great deal of time and effort in working toward growth and success for all students, as evidenced by their participation in PLCs, Professional Developments, and Reading Academies.
- has a variety of resources to assist them in writing district curriculum and have initiated specific writing plans
- continually seeks to learn and grow and to assist students as evidenced by their TTESS GSPD goals and actions.
- has multiple committees/processes to assist all of our staff in having the opportunity to be heard and have their needs, questions, ideas heard and addressed. The ECC committees include the Campus Leadership Team (teachers are selected to be on the leadership team by their peers), and the Campus site-based decision-making committee

### School Culture and Climate Weaknesses

Due to COVID-19, faculty and staff are experiencing increased challenges professionally and personally.

### School Culture and Climate Needs

Address students and staff social and emotional needs through multiple avenues.

### School Culture and Climate Summary

Our teachers and staff are valued, and the campus has a family atmosphere. Teachers and staff utilize Professional Learning Communities, PLCs, to collaborate and create a community of excellence. They also use PLCs to analyze data and make instructional changes based on student needs and their professional goals. Curriculum aides and instructional leaders supported the development of lessons and resources. The data collected to make instructional decisions are aligned to the guidelines and are derived from assessments such as Circles, mClass, and Envision Math. Student needs are serviced by the classroom teacher, math tutor, and our Reading Specialist provided small group instruction for students identified as needing crucial skills. Teachers and staff utilize multiple formats of instruction to include technology-based lessons that are interactive and engaging. Resources are critical to enhancing instruction, and we purchased resources and manipulatives for all classrooms.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

ECC has minimal turnover in regards to teaching staff, tutors, and campus specialists.

### Staff Quality, Recruitment and Retention Weaknesses

Our custodial and cafeteria staff has a high turnover that can affect the operations and maintenance of the campus.

### Staff Quality, Recruitment and Retention Needs

Recruit and maintain a highly qualified staff with a vision, mission, and goals aligned to the ECC.

### Staff Quality, Recruitment and Retention Summary

At the ECC, we create a culture of excellence to attract and maintain highly qualified, motivated staff and faculty. Teachers and staff need to feel supported and capable in their classrooms, therefore, PLCs were crucial in fostering collegial conversations and instructional improvements. Campus assessment calendars ensured alignment and the scope and sequence.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Our teachers write curriculum during the summer that is accessible to all in the Google Drive. This summer, the curriculum writers developed pacing guides, scope and sequences, year-at-a-glance documents, and assessments; they continue to fine-tune the instructional focus documents as the year progresses and updates are needed. Curriculum Resources and Textbooks are aligned with grade level TEKS and a list is accessible on the FBISD Curriculum website. Really Great Reading resources strengthen the foundational phonemic skills early learners need to be successful readers and writers.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

Pre-Kindergarten adopted Robert Leslie Publishing (Investigator Club) this school year, meeting the high-quality Pre-K program standards by aligning with 100% of the Pre-K Guidelines.

The Texas Reading Academies professional development for teachers enhances their effectiveness and student achievement.

Participation and collaboration in grade-level team and content Professional Learning Communities, PLCs, is critical to developing instructional plans focused on student achievement.

## Curriculum, Instruction and Assessment Weaknesses

Professional Learning Community, PLC, time is limited, and the need for structured PLC is necessary. Students have not been to school face to face since this year, and there is an evident need for differentiated and individualized instruction that can be fostered during PLC time.

## Curriculum, Instruction and Assessment Needs

Teachers need Professional Learning Community opportunities to collaborate, analyze data, and make instructional decisions to increase student achievement.

## Curriculum, Instruction and Assessment Summary

Our teachers and staff are valued and the campus has a family atmosphere. Teachers and staff utilize Professional Learning Communities, PLCs, to collaborate and create a community of excellence. They also use PLCs to analyze data and make instructional changes based on student needs and their professional goals. Curriculum aides and instructional leaders supported the development of lessons and resources. The data collected to make instructional decisions are aligned to the guidelines and are derived from assessments such as Circles, mClass, and Envision Math. Student needs are serviced by the classroom teacher, math tutor, and our Reading Specialist provided small group instruction for students identified as needing crucial skills. Teachers and staff utilize multiple formats of instruction to include technology-based lessons that are interactive and engaging. Resources are crucial to enhancing instruction and we purchased resources and manipulatives for all classrooms.

# Family and Community Involvement

## Family and Community Involvement Strengths

The ECC has very involved parents. This is fostered through communication by their teacher and campus administration. Parents and community members are highly informed

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

of activities and opportunities they can engage in or support our campus.

## Family and Community Involvement Weaknesses

COVID-19 has caused a shift in the type of participation our parents and community had. This year, we are attempting to return to more face to face activities to continue our family and community engagement.

## Family and Community Involvement Needs

Communicate opportunities for families and community members to participate and support the Early Childhood Center.

## Family and Community Involvement Summary

At the ECC, we engage parents as active partners in developing well-rounded students who are strong leaders and responsible citizens. Keeping parents informed of our campus-wide activities ensures greater participation in our programs and activities throughout the school year.

We promote community and family connectedness through our partnerships by having community members participate in these activities, whether it be donating items or presenting to the students and families.

# School Context and Organization

## School Context and Organization Strengths

Effective campus committees include individuals that represent all stakeholders. Committees meet on a regular basis to ensure the campus and organization run smoothly and funds are allocated appropriately.

## School Context and Organization Weaknesses

# Comprehensive Needs Assessment

Due to the compact nature of the district, traffic and congestion at the ECC is problematic and is quicker with intervention from our District Police Department (when available).

## School Context and Organization Needs

Need for additional support in crossing students and pedestrians and directing traffic.

## School Context and Organization Summary

Flour Bluff ECC works with its campus committees to effectively allocate the campus funds and budget. The campus has multiple committees for accountability and reaching a collective consensus for fund allocations. We utilize research-based strategies and are critical consumers of instructional and student resources. We recruit transfer students for our Kindergarten program. This is the first year for our full-day Pre-kinder program. This change to the Pre-K program and recruitment has increased the number of students enrolled this year.

# Technology

## Technology Strengths

Every classroom teacher and paraprofessional have a laptop or access to one. Every classroom has a smartboard and student devices allocated for instruction.

## Technology Weaknesses

Age of devices and internet connection causes slow technology responses and causes gaps in instruction and lost time. Training in technology classroom applications is minimal and teachers learn through browsing the programs and self-teaching.

## Technology Needs

Teacher devices need to be upgraded along with classroom smartboards. Internet connection speed is lacking due to the number of devices connected to the mainframe at a time. Training in technology classroom applications needs to be strategically implemented and continually supported in the changing technology world.

# Comprehensive Needs Assessment

## Technology Summary

All teachers have a laptop checked out to them that they can use for instructional and planning purposes.

Student Devices:

iPad: 78

Chromebooks: 97

Pre-Kindergarten only has iPad allocated to their classrooms. Each of the 7 teachers has 5 iPads checked out to their room for student use in centers or station work. Kindergarten has 3 iPads and 3 Chromebooks for each classroom to use for instructional purposes.

## Other

### Other Strengths

As part of our CNA process, we examined multiple data sources to determine our campus strengths and weaknesses. We used these areas to determine our problems and their associated root causes. This information and identification of areas of strengths and weaknesses drove the creation of our campus improvement plan.

### Other Weaknesses

Participation in the campus site-based decision committee could improve to ensure all stakeholders are represented not just on the committee roster.

### Other Needs

SBDM committee could benefit from meeting on a more regular basis.

## Other Summary

### Data Sources

TAPR Reports and trends

Skyward reports by program- SpEd, 504, RTI, ESL, GT

# Comprehensive Needs Assessment

## Other Summary (Continued)

At-risk reports and trends  
Enrollment Trends by grade and ethnicity  
ECSE- VBMAP, Verbal Behavior Milestones Assessment and Placement Program  
Pre-K- Circles, Math Benchmarks  
Kinder- TX-KEA (2020-2021), mClass (2021-2022), Math Benchmarks, Fountas and Phinnet assessments  
TELPAS results and trends  
GT results and trends  
Campus surveys, parent and community surveys  
Teacher absence reports and student absence reports  
Counselor master schedule, counselor visit reports  
PLC meeting agendas and minutes  
Professional development reports  
Mentor/Mentee program surveys  
Vertical alignment meetings on campus and across campuses  
Year at a Glance  
Instructional focus documents  
Vertical alignment documents  
Pre-Kinder- Circles and Math Benchmarks  
Kinder- TX-KEA, mClass, FNP assessments, Math Benchmarks  
Pre-K adoption selection committee- Investigator Club, Really Great Reading curriculum  
PLC meeting agendas and minutes  
Family and community surveys  
PTO participation and meetings  
Campus event calendar  
Event sign-in sheets  
Campus maps for drop-off and pick-up  
Maintenance and Facility work orders  
Technology equipment inventory  
Technology committee meeting notes  
Technology work-orders

# Comprehensive Needs Assessment Data Sources

Attendance data  
Budgets/entitlements and expenditures data  
Campus leadership data  
Campus Performance Objectives Summative Review  
CIRCLE and mCLASS  
Communications data  
Community Demographics  
Community Input  
Community surveys and/or other feedback  
Current and/or prior year(s) campus/district plans  
Department/faculty meeting discussion/data  
Discipline Referrals  
District Goals  
District Policies  
Evaluation(s) of professional development  
Failure Lists  
Federal Report Card Data  
Highly Qualified Staff  
Local diagnostic reading assessment data  
Mobility rate, including longitudinal data  
Observation Survey results  
Organizational structure data  
Parent engagement rate  
Parent surveys and/or other feedback  
Planning and decision making committee data  
Processes and procedures for teaching and learning  
Professional development needs assessment data  
Professional learning communities (PLC) data  
Running Records results  
Special Student Populations  
Staff Development  
Staff surveys and/or other feedback  
State and federal planning requirements

# Comprehensive Needs Assessment

Summary of Student Progress (not taking STAAR)

Survey and Interviews of Students/Staff/Parents

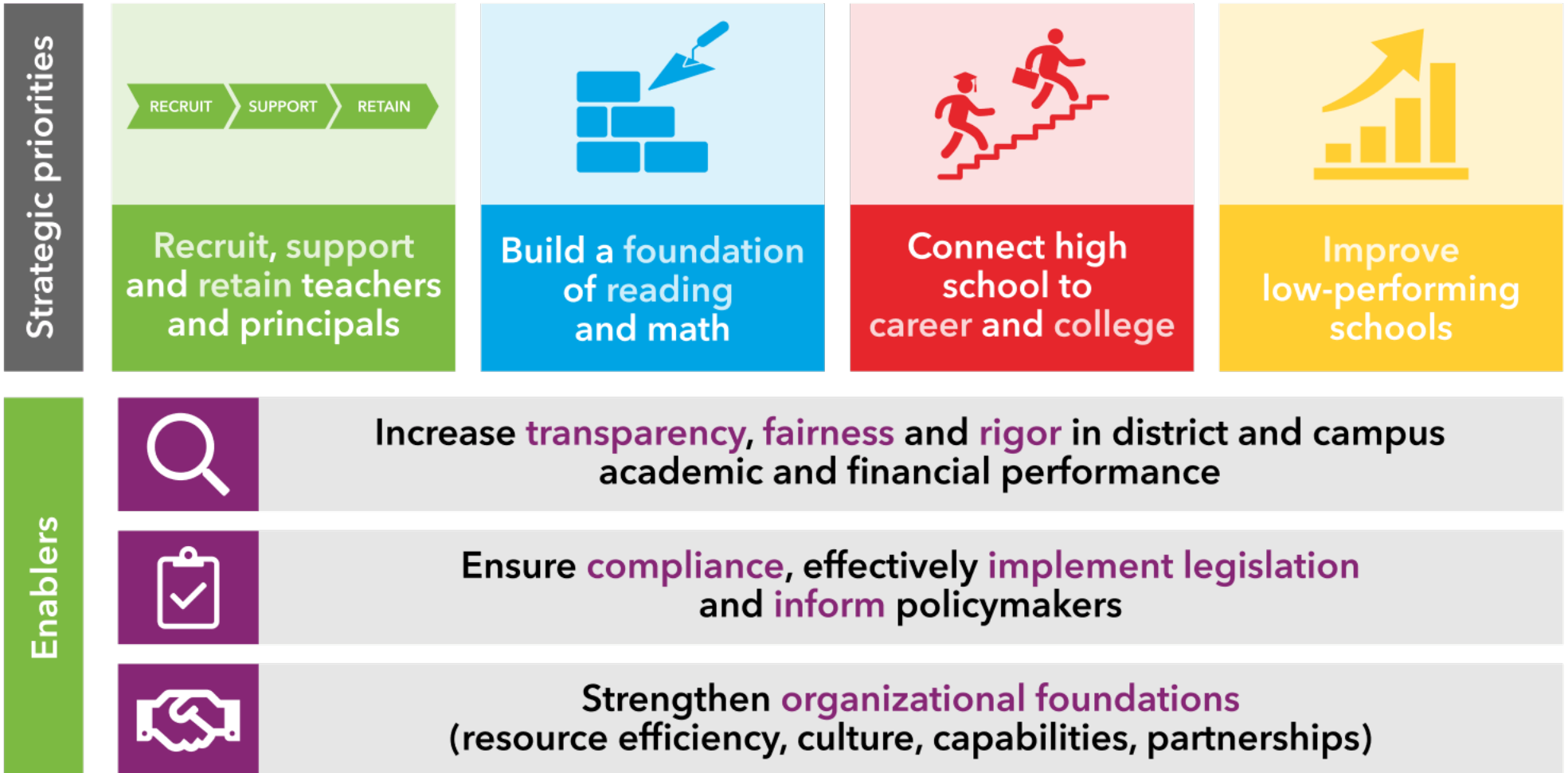
Teacher/Student Ratio

TELPAS results

Texas Academic Performance Report (TAPR) data

Texas approved PK and K assessment data

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



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

# EARLY CHILDHOOD CENTER

**Goal 1.** Students: Well-being and academic Success.

**Objective 1.** Annually increase Social, Emotional Learning (SEL) & Well-being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Number of "Learning Academy" visits to decrease by a total 10% overall each year.</p> <p>Implement vigorous system of supports for students' emotional and mental health to include:</p> <ul style="list-style-type: none"> <li>• Kelso Counseling program that includes role playing, real-world teachable moments and discussions about well-being and mental health</li> <li>• Good Choice Club every Friday for selected students and every 9 weeks for all students that earn it. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,5,5.1,5.4)</li> </ul>	Counselor(s), Teacher(s)	2021-2022	(L)Local - \$1,000	<p>Criteria: Kelso lesson plans to address the components of the curriculum. Kelso scope and sequence Learning Academy recommendation slips</p> <p>04/20/22 - On Track (S) 02/17/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 1.** Students: Well-being and academic Success.

**Objective 2.** Annually increase the Academic Achievement in the four core academic areas: Reading & Language Arts Mathematics Science Social Studies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Systematic Curriculum Alignment</p> <ul style="list-style-type: none"> <li>• Bi-weekly PLCs with Content area</li> <li>• Bi-weekly PLCs with Home team</li> <li>• Curriculum share-outs every 9 weeks at faculty meetings</li> </ul> <p>Math resources/activities: Envision, Math Journals, Manipulatives, Tutors, Visuals, Multi-media resources and programs</p> <p>Science resources/activities: Science Lab, Science Journals, Stations, Field Trips, Virtual Field Trips</p> <p>Social Studies resources/activities: First Responders, Fire Prevention Week, Homecoming Parade, Christmas Around the World, Thanksgiving Feasts, Family Picnics (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,3.1,3.3,3.4,4.1,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), ELA Curriculum Supervisor, Librarian(s), Principal, Special Ed Teacher(s), Teacher(s)</p>	<p>2021-2022</p>	<p>(F)Title I 6300 - \$7,500, (L)Local - \$7,500</p>	<p>Criteria: Increase the number of students on-level by 10% each year using the mClass BOY as the baseline. 2021-2022 BOY 34% On Level or Above Level 66% Below Level and Well Below Level EOY Goal</p> <p>Curriculum Alignment</p> <ul style="list-style-type: none"> <li>• Professional Learning Community Agendas, Curriculum Documents (YAGs, Pacing Guides), Alignment Discussions</li> <li>• Content PLC agendas</li> <li>• Home PLC agendas</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Agendas from campus led PD, Surveys, Eduphoria Reports, Needs Assessments</li> </ul> <p>Data Analysis</p> <ul style="list-style-type: none"> <li>• Reading &amp; Language Arts o mClass, Fountas and Pinnell, Circle, DMAC</li> <li>• Mathematics, Science, &amp; Social Studies</li> <li>• Math inventory assessment</li> <li>• MTSS meeting notes</li> </ul> <p>Math Inventory comparison of data by student and teacher Teacher made and curriculum provided benchmarks and progress monitoring</p> <p>04/20/22 - Completed (S) 02/17/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 1.** Students: Well-being and academic Success.

**Objective 3.** Annually increase CCMR results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. College Readiness</p> <ul style="list-style-type: none"> <li>• Visuals-flags</li> <li>• Wednesdays are CCMR t-shirt days</li> <li>• Camus visits by HS students sharing their goals</li> </ul> <p>Career Readiness</p> <ul style="list-style-type: none"> <li>• Visuals</li> <li>• Career Days</li> <li>• Wednesdays are CCMR t-shirt days</li> <li>• Camus visits by HS students sharing their goals</li> </ul> <p>Military Readiness</p> <ul style="list-style-type: none"> <li>• Interaction with the military personnel as campus visitors</li> <li>• Campus Liaison</li> <li>• Visuals of crests</li> <li>• Wednesdays are CCMR t-shirt days</li> <li>• Camus visits by HS students sharing their goals (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,AtRisk,PRE K,K) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)</li> </ul>	<p>Assistant Principal(s), Attendance Clerks, Campus Nurse(s), Counselor(s), Principal, Special Ed Teacher(s), Teacher(s)</p>	<p>2021-2022</p>	<p>(F)Title IV Safe and Drug Free - \$1,000, (L)Local - \$500</p>	<p>Criteria: Increase the number of visits that promote CCMR each year until at least each grade-level has 2 visits for this year to increase in the following years.</p> <p>By the end of 2023, ECC will be recognized as a Purple Star Recipient and maintain this recognition through the 2024-2025 school year.</p> <p>04/20/22 - Completed (S) 02/17/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 1.** Students: Well-being and academic Success.

**Objective 4.** Annually increase Student Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. · Promote school spirit emphasizing Class Pride Heart through spirit wear, signage, classroom lessons and activities. · Increase the number of social media posts that promote our school spirit and engagement. · PTO (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All,AtRisk,PRE K,K) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Attendance Clerks, Counselor(s), Leadership Team, Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(L)Local - \$2,000	Criteria: Increase the number of parents and students active in our PTO by 10% each year using 2021-2022 as a baseline. Number of students/parents participating after school activities Student Satisfaction Surveys Number of PTO members Number of PTO active members (attending at least half of the meetings)  04/20/22 - Completed (S) 02/17/22 - Significant Progress

# EARLY CHILDHOOD CENTER

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

**Objective 1.** Annually increase Faculty & Staff Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Communicate Culture and Hornets Points of Pride at every faculty meeting • Exercise programs at the campus level • Off campus team building activities • Professional Development opportunities outside of the campus-led PD. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All,PRE K,K) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1)	Assistant Principal(s), Campus Nurse(s), Counselor(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(F)Title I 6200 - \$1,000	Criteria: Support district's goal of decreasing annual staff turnover rate from 11% to 9%  Culture • Hornet Points of Pride • Staff Surveys Exercise schedule Activity schedule PD reports  04/20/22 - On Track (S) 02/17/22 - Significant Progress

# EARLY CHILDHOOD CENTER

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

**Objective 2.** Annually increase Faculty & Staff Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Communicate Culture • Staff members of the week • Build a Connection Collaboration with staff • Establish Listening and Learning Protocols between staff • Hornet Points of Pride • Staff Surveys • Professional Learning Community Agendas that ask for recommendations of improvement. (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K,K) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1)	Administration Attendance Clerk, Assistant Principal(s), Campus Nurse(s), Counselor(s), Librarian(s), Principal, Teacher(s)	2021-2022	(L)Local - \$1,000	Criteria: Support district's goal of decreasing annual staff turnover rate from 11% to 9%  04/20/22 - Completed (S) 02/17/22 - Significant Progress

# EARLY CHILDHOOD CENTER

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

**Objective 3.** Professional Development Plans are developed and executed for all Categories of Employees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Create an Aligned System of Professional Development using the teacher's individualized TTESS-GSPD • Create an aligned system of PD for our Paraprofessionals (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk,PRES K,K) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Curriculum Supervisor(s), Math Curriculum Supervisor, Principal, Teacher(s)	2021-2022	(F)Title I 6200 - \$7,350	Criteria: Maintain 100% of campus educators and paraprofessionals as Highly Qualified. 100% of teachers will obtain at least one of their two goals set during their TTESS GSPD.  Professional Development and Teacher TTESS Goals • Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments • DMAC reports to include teachers GSPD goals • Eduphoria reports  04/20/22 - On Track (S) 02/17/22 - Some Progress

# EARLY CHILDHOOD CENTER

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

**Objective 4.** Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. • Administration and staff work closely with each department to ensure procedures are accurately followed.</p> <p>• Subsequent training opportunities will be scheduled throughout the year for administration and required staff to reinforce procedures and provide opportunities for feedback. (Title I SW Elements: 1.1,2.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,5.2)</p>	Assistant Principal(s), Counselor(s), Principal	2021-2022	(F)Title II 6200 - \$1,600	<p>Criteria: • No findings on Annual Financial Report</p> <p>04/20/22 - On Track (S)</p> <p>02/17/22 - Some Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 3.** Community Satisfaction and Engagement

**Objective 1.** Annually increase Non-Parent Community Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Create a comprehensive method of distributing information:</p> <ul style="list-style-type: none"> <li>• District initiatives</li> <li>• Campus Activities</li> <li>• News &amp; Events</li> <li>• Community Activities</li> </ul> <p>Create opportunities for feedback by inviting parents and community to “Coffee with Administration” (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,3,3.3,3.4)</p>	Assistant Principal(s), Counselor(s), Librarian(s), Principal	2021-2022	(L)Local - \$1,000	<p>Criteria: Printed information, electronic information, website, social media, media outreach School Messenger Call-Outs SeeSaw messages</p> <p>Increase in the number of parents responding to surveys by 10% each year.</p> <p>04/20/22 - Completed (S) 02/17/22 - On Track</p>

# EARLY CHILDHOOD CENTER

**Goal 3.** Community Satisfaction and Engagement

**Objective 2.** Annually increase Non-Parent Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase non-parent engagement on campus committees;</p> <p>Engage with business and non-profit partners to connect initiatives with resources;</p> <p>Engage with local military to connect initiatives with resources and campus visitors;</p> <p>Work with Institutes of Higher Learning to include HS to promote academics and partnerships (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All,AtRisk,PRES K,K) (Strategic Priorities: 1,3) (ESF: 3.1,3.4)</p>	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	2021-2022	(L)Local - \$1,000	<p>Criteria: Increase the number of non-parent community engagement by increasing our partnerships on a yearly basis.</p> <p>Campus Site-Based Committees</p> <p>Business and Community Partnerships</p> <p>Military Liaison</p> <p>04/20/22 - Completed (S) 02/17/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 3.** Community Satisfaction and Engagement

**Objective 3.** Annually increase Parent Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. o Offer opportunities for feedback o Coffee or Tea with administration o Create awareness of district and campus programs o Parent/Teacher Conferences (Title I SW Elements: 1.1,2.1,2.2,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.3,3.4,5.4)	Assistant Principal(s), Counselor(s), Librarian(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(L)Local - \$1,500	Criteria: Printed information, electronic information, website, social media, media outreach School Messenger Call-Outs SeeSaw messages  04/20/22 - On Track (S) 02/17/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 3.** Community Satisfaction and Engagement

**Objective 4.** Annually increase Parent Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. o Increase parent participation at school events and committees</p> <p>o Encourage parents to volunteer their time at the schools (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All,PRE K,K) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)</p>	Assistant Principal(s), Counselor(s), Principal, Special Ed Teacher(s), Teacher(s)	2021-2022	(L)Local - \$1,000	<p>Criteria: Increase the number of parents who are engaged in district and campus forums from 12% to 20%.</p> <p>o Sign-In Sheets: Dyslexia Parent Night, Math/Reading/Science Nights, PTO, Extracurricular Performances, Site-Based Committees</p> <p>o Applications/Sign-In Sheets: PTO, Dad on Guard (Watch Dogs), helping with extracurricular activities, Homeroom parent, PTO</p> <p>04/20/22 - Completed (S) 02/17/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 4.** Financial Stewardship

**Objective 1.** Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Compare Adopted Budget to Actual Budget • Expenditure Projection and Bi-monthly review of budget allocations • Increase involvement in the budget planning process through SBDM and leadership team meetings (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,2,4,4.1,5.4)	Assistant Principal(s), Principal	2021-2022	(L)Local - \$500	Criteria: • SBDM Meetings o At least 2 meetings a semester to discuss goals and related budgets • Campus Leadership Team Meetings o Monthly leadership team meetings review budget to include past and future allocations  04/20/22 - Completed (S) 02/17/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 4.** Financial Stewardship

**Objective 2.** Increase communication and clarity regarding the Coherent Debt Management Process(es)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Communicate budget and larger expenditures plan with staff and SBDM. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2,4) (ESF: 1,2,3,4,5)	Principal	2021-2022	(L)Local - \$500	<p>Criteria: Communicate budget and larger expenditures plan</p> <ul style="list-style-type: none"> <li>o Site-based Decision Making</li> <li>o Campus Leadership Team meetings</li> <li>o Faculty meetings</li> </ul> <p>• Maintain a transparent budget and increase communication of expenditures to all stakeholders.</p> <p>04/20/22 - Completed (S) 02/17/22 - On Track</p>

# EARLY CHILDHOOD CENTER

**Goal 4.** Financial Stewardship

**Objective 3.** Increase communication and clarity regarding Operational Effectiveness and Efficiency

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Ensure effectiveness and efficiency of operations • Meeting with departments and front office to ensure work orders are expedited according to need and are responded to in a timely manner. (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (ESF: 1,1.2,2)	Assistant Principal(s), Principal	2021-2022	(L)Local - \$500	Criteria: • Decrease the number of employee injuries each year.  04/20/22 - Completed (S) 02/17/22 - Some Progress

# EARLY CHILDHOOD CENTER

**Goal 4.** Financial Stewardship

**Objective 4.** Increase communication and clarity of Critical Success Factors of Financial Stewardship

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Compare Adopted Budget to Actual Budget • Revenue Projection Process • Budget Adoption Process (Title I SW Elements: 1.1) (Target Group: All,PRE K,K) (ESF: 1)	Principal	2021-2022	(L)Local - \$500	Criteria: • No findings on Annual Financial Report • Budget Workshop with Campus Leadership Team • Site-Based Decision Making Committee  04/20/22 - Completed (S) 02/17/22 - On Track

# Resources

Resource	Source
ESSER3 6100	Federal
ESSER3 6200	Federal
ESSER3 6300	Federal
ESSER3 6400	Federal
Title 4 6400	Federal
Title I 6200	Federal
Title I 6300	Federal
Title I 6400	Federal
Title II 6200	Federal
Title II 6300	Federal
Title IV 6200	Federal
Title IV 6400	Federal
Title IV Safe and Drug Free	Federal
Local	Local
CTE 6200	State
CTE 6300	State
ESL	State
SE-162 6100	State
SE-162 6200	State
SE-162 6300	State
SE-162 6400	State

## Flour Bluff ECC Cascading Balanced Scorecard 2021-2025

### In Flour Bluff ISD We Believe...

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

### Mission:

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

### Vision:

Our vision is to make Flour Bluff ISD the premier district in Texas.

### Flour Bluff – North Padre Island – NAS/CCAD

Goals:	Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes: (Outcomes) (X to Y by Z)
<b>Goal 1: Students: Well-being and academic Success.</b>	<b>1.1 Annually increase Social, Emotional Learning (SEL) &amp; Well-being</b>	<b>Implement vigorous system of supports for students' emotional and mental health to include:</b> <ul style="list-style-type: none"> <li>• Kelso Counseling program that includes role playing, realworld teachable moments and discussions about well-being and mental health</li> <li>• Good Choice Club every Friday for selected students and every 9 weeks for all students that earn it.</li> <li>• Ensure students are receiving 30 minutes of recess daily and 30</li> </ul>	<b>Kelso lesson plans to address the components of the curriculum.</b> <b>Kelso scope and sequence</b> <b>Learning Academy recommendation slips</b> <b>Master Schedule</b>	<b>Number of "Learning Academy" visits to decrease by a total 10% each year with 50% by 2025 overall using 2021-2022 as a baseline.</b>

		minutes of physical education daily.		
	1.2 Annually increase the Academic Achievement in the four core academic areas: Reading & Language Arts Mathematics Science Social Studies	<b>Systematic Curriculum Alignment</b> <ul style="list-style-type: none"> <li>• Bi-weekly PLCs with Content area</li> <li>• Bi-weekly PLCs with Home team</li> <li>• Curriculum share-outs every 9 weeks at faculty meetings</li> </ul>	<b>Curriculum Alignment</b> <ul style="list-style-type: none"> <li>• Professional Learning Community Agendas, Curriculum Documents (YAGs, Pacing Guides), Alignment Discussions</li> <li>• Content PLC agendas</li> <li>• Home PLC agendas</li> </ul> <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Agendas from campus led PD, Surveys, Eduphoria Reports, Needs Assessments</li> </ul> <b>Data Analysis</b> <ul style="list-style-type: none"> <li>• Reading &amp; Language Arts <ul style="list-style-type: none"> <li>◦ mClass, Fountas and Pinnell, Circle, DMAC</li> </ul> </li> <li>• Mathematics, Science, &amp; Social Studies</li> <li>• Math inventory assessment</li> <li>• MTSS meeting notes</li> </ul>	Increase the number of students on-level by 10% each year using the mClass BOY as the baseline. 2021-2022 BOY
		Math resources/activities: Envision Math Journals Manipulatives Tutors Visuals Multi-media resources and programs	Math Inventory comparison of data by student and teacher	Increase the number of students that have mastered all 7 math skills on our math inventory by 10% each year using the BOY assessment as the baseline.
		Science resources/activities: Science Lab Science Journals Stations Field Trips Virtual Field Trips	Teacher made benchmarks	Increase the number of students that have mastered all 6 Science objectives by 10% each year using 2021-2022 EOY report cards as a baseline.
		Social Studies resources/activities: First Responders Fire Prevention Week Homecoming Parade Christmas Around the World Thanksgiving Feasts Family Picnics	Teacher made benchmarks	Increase the number of students that have mastered all 7 objectives by 10% each year using 2021-2022 EOY report cards as a baseline.

	<b>1.3 Annually increase CCMR results</b>	<b>College Readiness</b> <ul style="list-style-type: none"> <li>Visuals-flags</li> <li>Wednesdays are CCMR t-shirt days</li> <li>Camus visits by HS students sharing their goals</li> </ul>	<b>Wednesday participation</b> <b>Visitor participation</b>	<b>Increase the number of visits that promote CCMR each year until at least each grade-level has 4 visits per school year.</b>
		<b>Career Readiness</b> <ul style="list-style-type: none"> <li>Visuals</li> <li>Career Days</li> <li>Wednesdays are CCMR t-shirt days</li> <li>Camus visits by HS students sharing their goals</li> </ul>	<b>Wednesday participation</b> <b>Visitor participation</b>	<b>Increase the number of visits that promote CCMR each year until at least each grade-level has 4 visits per school year.</b>
		<b>Military Readiness</b> <ul style="list-style-type: none"> <li>Interaction with the military personnel as campus visitors</li> <li>Campus Liaison</li> <li>Visuals of crests</li> <li>Wednesdays are CCMR t-shirt days</li> <li>Camus visits by HS students sharing their goals</li> </ul>	<b>Wednesday participation</b> <b>Visitor participation</b>	<b>By the end of 2023, ECC will be recognized as a Purple Star Recipient and maintain this recognition through the 2024-2025 school year.</b>
	<b>1.4 Annually increase Student Engagement</b>	<ul style="list-style-type: none"> <li>Promote school spirit with emphasis on Class Pride Heart through spirit wear, signage, classroom lessons and activities.</li> <li>Increase the number of social media posts that promote our school spirit and engagement.</li> <li>PTO</li> <li>Ensure students are receiving 30 minutes of recess daily and 30 minutes of physical education daily.</li> </ul>	<b>Number of students/parents participating after school activities</b> <b>Student Satisfaction Surveys</b> <b>Number of PTO members</b> <b>Number of PTO active members (attending at least half of the meetings)</b>	<b>Increase the number of parents and students active in our PTO by 10% each year using 2021-2022 as a baseline.</b>

<b>Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.</b>	<b>2.1 Annually increase Faculty &amp; Staff Engagement</b>	<ul style="list-style-type: none"> <li>Communicate Culture and Hornets Points of Pride at every faculty meeting</li> <li>Exercise programs at the campus level</li> <li>Off campus team building activities</li> <li>Professional Development opportunities outside of the campus-led PD.</li> </ul>	Culture <ul style="list-style-type: none"> <li>Hornet Points of Pride</li> <li>Staff Surveys</li> </ul> Exercise schedule Activity schedule PD reports	<b>Support district's goal of decreasing annual staff turnover rate from 11% to 9% by 2025.</b>
	<b>2.2 Annually increase Faculty &amp; Staff Satisfaction</b>	<ul style="list-style-type: none"> <li>Communicate Culture</li> <li>Staff members of the week</li> <li>Build a Connection Collaboration with staff</li> <li>Establish Listening and Learning Protocols between staff</li> </ul>	<ul style="list-style-type: none"> <li>Hornet Points of Pride</li> <li>Staff Surveys</li> <li>Professional Learning Community Agendas that ask for recommendations of improvement.</li> </ul>	Support district's goal of decreasing annual staff turnover rate from 11% to 9% by 2025.
	<b>2.3 Professional Development Plans are developed and executed for all Categories of Employees</b>	<ul style="list-style-type: none"> <li>Create an Aligned System of Professional Development using the teacher's individualized TTESS-GSPD</li> <li>Create an aligned system of PD for our Paraprofessionals</li> </ul>	Professional Development <ul style="list-style-type: none"> <li>Agendas, Surveys, Eduphoria Reports, Curriculum Resources, Needs Assessments</li> <li>DMAC reports to include teachers GSPD goals</li> <li>Eduphoria reports</li> </ul>	100% of teachers will obtain at least one of their two goals set during their TTESS GSPD.  Maintain 100% of campus educators and paraprofessionals as Highly Qualified through 2025.
	<b>2.4 Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes</b>	<ul style="list-style-type: none"> <li>Administration and Front Office Personnel work closely with each department to ensure procedures are accurately followed.</li> </ul>	<ul style="list-style-type: none"> <li>Subsequent training opportunities will be scheduled throughout the year for administration and required staff to reinforce procedures and provide opportunities for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>No findings on Annual Financial Report</li> </ul>

Goal 3: Community Satisfaction and Engagement	3.1 Annually increase Non-Parent Community Satisfaction	<p>Create a comprehensive method of distributing information:</p> <ul style="list-style-type: none"> <li>District initiatives</li> <li>Campus Activities</li> <li>News &amp; Events</li> <li>Community Activities</li> </ul> <p>Create opportunities for feedback by inviting parents and community to “Coffee with Administration”</p>	<p>Printed information, electronic information, website, social media, media outreach</p> <p>School Messenger Call-Outs</p> <p>SeeSaw messages</p>	<p>Increase the number of non-parent community survey responses from ____% to ____% by 2025. (Need baseline Data)</p> <p>Increase the average satisfaction rate of survey respondents from ____% to ____% by 2025. (Need baseline data)</p>
	3.2 Annually increase Non-Parent Community Engagement	<ul style="list-style-type: none"> <li>○ Increase non-parent engagement on campus committees</li> <li>○ Engage with business and non-profit partners to connect initiatives with resources</li> <li>○ Engage with local military to connect initiatives with resources and campus visitors</li> <li>○ Work with Institutes of Higher Learning to include HS partnerships to promote academics and partnerships</li> </ul>	<p>Campus Site-Based Committees</p> <p>Business and Community Partnerships</p> <p>Military Liaison</p>	<p>Increase the number of non-parent community engagement by increasing our partnerships on a yearly basis using 2021-2022 as a baseline.</p>
	3.3 Annually increase Parent Satisfaction	<ul style="list-style-type: none"> <li>○ Offer opportunities for feedback</li> <li>○ Coffee or Tea with administration</li> <li>○ Create awareness of district and campus programs</li> <li>○ Parent/Teacher Conferences</li> </ul>	<p>Parent Surveys and Open Dialog</p> <p>School Messenger Call-Outs</p> <p>SeeSaw messages</p> <p>Printed information, electronic information, website, social media and media outreach</p>	<p>Increase the number of parent community survey responses from 10% to 30% by 2025.</p> <p>Increase the average satisfaction rate of survey respondents from 89.3% to 95% by 2025. (Based on survey question “I am satisfied with the quality of education at my child’s campus.”)</p>

	3.4 Annually increase Parent Engagement	<ul style="list-style-type: none"> <li>○ Increase parent participation at school events and committees</li> <li>○ Encourage parents to volunteer their time at the schools</li> </ul>	<ul style="list-style-type: none"> <li>○ Sign-In Sheets: Dyslexia Parent Night, Math/Reading/Science Nights, PTO, Extracurricular Performances, Site-Based Committees</li> <li>○ Applications/Sign-In Sheets: PTO, Dad on Guard (Watch Dogs), helping with extracurricular activities , Homeroom parent, PTO</li> </ul>	Increase the number of parents who are engaged in district and campus forums from 12% to 30% by 2025.
<b>Goal 4: Financial Stewardship</b>	4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes	<ul style="list-style-type: none"> <li>• Compare Adopted Budget to Actual Budget</li> <li>• Expenditure Projection and Bi-monthly review of budget allocations</li> <li>• Increase involvement in the budget planning process through SBDM and leadership team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SBDM Meetings <ul style="list-style-type: none"> <li>○ At least 2 meetings a semester to discuss goals and related budgets</li> </ul> </li> <li>• Campus Leadership Team Meetings <ul style="list-style-type: none"> <li>○ Monthly leadership team meetings review budget to include past and future allocations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Budget development and communication will be maintained through Campus Site-Based Decision Making Committee s meetings and Campus Leadership Team meetings.</li> </ul>
	4.2 Increase communication and clarity regarding the Coherent Debt Management Process(es)	<ul style="list-style-type: none"> <li>• Communicate budget and larger expenditures plan with staff and SBDM.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate budget and larger expenditures plan <ul style="list-style-type: none"> <li>○ Site-based Decision Making</li> <li>○ Campus Leadership Team meetings</li> <li>○ Faculty meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a transparent budget and increase communication of expentictures to all stake-holders.</li> </ul>
	4.3 Increase communication and clarity regarding Operational Effectiveness and Efficiency	<ul style="list-style-type: none"> <li>• Ensure effectiveness and efficiency of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with departmentsand front office to ensure workorders are expedited according to need and are responded to in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease the number of employee injuries each year.</li> </ul>
	4.4 Increase communication and clarity of Critical Success Factors of Financial Stewardship	<ul style="list-style-type: none"> <li>• Compare Adopted Budget to Actual Budget</li> <li>• Revenue Projection Process</li> <li>• Budget Adoption Process</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Workshop with Campus Leadership Team</li> <li>• Site-Based Decision Making Committee</li> </ul>	<ul style="list-style-type: none"> <li>• No findings on Annual Financial Report</li> </ul>