

# EARLY CHILDHOOD CENTER

## Flour Bluff Early Childhood Campus Improvement Plan 2022/2023

*Once a Hornet, Always a Hornet.*



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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 Independent School District and Flour Bluff Early Childhood Center is:

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

## EARLY CHILDHOOD CENTER Site Base

Name	Position
Elliott, Crystal	Assistant Principal
Barganski, Linda	District Member
Gadberry, Dawna	Community Member
McClure, Steven	Community Member
Sandoval, Briana	Parent
Garry, Erika	Parent
Holmes, Alex	Business Member
Khalil, Sami	Business Member
Mora, Erica	Non-Teaching Professional
Gadberry, Kimberly	Teacher
Danser, Adrienne	Teacher
Vaughn, Jacqueline	Teacher
Ashcraft, Sandra	Teacher
McCoy, Denise	Teacher
Senne, Misty	Paraprofessional
Clark, Brandy	Paraprofessional

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Attendance data  
Special Programs Evaluations  
Teacher/Student Ratio

### Demographics Strengths

Flour Bluff Early Childhood Center is a Pre-Kindergarten and Kindergarten campus that has a diverse population of students. ECC has a large percentage of students that are military connected. The Kinder program serves not only students that live within the school district boundaries, we accept transfers from surrounding districts. The full-day Pre-K program serves students from our school boundaries only using TEA criteria. ECC also offers a half-day Early Childhood Special Education setting for students that qualify according to their individualized special education plan. ECC has many resources for the students including a Campus Counselor, District Social Worker, and Military Liaison Counselor.

### Demographics Weaknesses

Flour Bluff Early Childhood is limited on our Pre-Kinder enrollment as students must qualify according to TEA criteria and we do not have a program that serves students that do not qualify for enrollment according to TEA. ECC attendance rate continues to be lower than desired.

### Demographics Needs

ECC continues to strive to improve the daily attendance rate. The Early Childhood Center would like to increase student enrollment through transfers and increasing enrollment by advertising for Pre-Kinder students in the community.

### Demographics Summary

Flour Bluff Early Childhood Center proudly serves 520 students; 376 Kindergarten students, 120 Pre-Kindergarten students, and 24 Early Childhood Special Education students. ECC is a school-wide Title 1 program school and offers free breakfast and lunch to every student.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

The population on ECC is 50.96% Hispanic, 39.42% White, 5% Two or More Races, 2.69% African American, 1.54% Asian, 0.19% American Indian, and 0.19% Hawaiian. Flour Bluff Early Childhood Center has 27 classrooms: 2 ECSE, 6 Pre-Kinder, 19 Kinder with 2 of these being Functional Academics. ECC has a Music teacher, PE/Health teacher, and Librarian. Each Pre-Kinder classroom has a Paraprofessional making the ratios for a High-Quality Pre-Kindergarten Program.

## Student Achievement

### Student Achievement Data Sources

CIRCLE and mCLASS  
Dyslexia Data  
Professional learning communities (PLC) data  
Running Records results  
TELPAS results  
Texas approved PK and K assessment data

### Student Achievement Strengths

Flour Bluff Early Childhood Center continues to provide a high quality education that is fostered through engaging activities that support all types of learners. Campus Accountability Rating with Flour Bluff Elementary: B

See Pre-Kinder and Kinder Universal Screeners; Circles and mClass data below.

### Student Achievement Weaknesses

Flour Bluff Early Childhood strives to have all students prepared for Primary learning. ECC has a high retention rate of 4.7% as compared to the State at 2.3% and the Region at 2.7%.

### Student Achievement Needs

# Comprehensive Needs Assessment

ECC will continue to monitor student achievement and Primary readiness to achieve a retention rate closer to the State average.

## Student Achievement Summary

Flour Bluff Early Childhood Center continues to strive for high expectations. The teachers of the ECC have many resources but they continue to be selective critical consumers of appropriate resources and activities. Teachers engage in vertical alignment that supports student achievement and long-term impact as students are supported vertically. ECC has a Curriculum Supervisor to provide equity among campuses and this position supports high-quality instruction in every classroom at the ECC.

EARLY CHILDHOOD CENTER							
Pre-Kindergarden							
Yearly Reading Progress Report							
	Numbers				% Without No Data Students		
Description	Comparable	Improved	Fell Behind	Flat	Increase	Decrease	No Change
Special Education	3	1	0	2	33%	0%	67%
English Language Learner	0	0	0	0	0%	0%	100%
Econ Disadvantaged	1	0	0	1	0%	0%	100%
African American	3	0	0	3	0%	0%	100%
Asian	2	0	0	2	0%	0%	100%
Hispanic	68	21	1	46	31%	1%	68%
Multiracial	9	4	0	5	44%	0%	56%
White	33	10	0	23	30%	0%	70%
Not Classified	3	0	0	3	0%	0%	100%
Whole Population	118	35	1	82	30%	1%	69%



EARLY CHILDHOOD CENTER							
Pre-Kindergarden							
End of Year - Reading Assesment							
	Numbers				% Without No Data Students		
Description	No Data	Support	On Track	Total	Support	On Track	Total
Special Education	0	4	1	5	80%	20%	5
English Language Learner	0	0	0	0	0%	0%	0
Econ Disadvantaged	0	3	0	3	100%	0%	3
African American	0	0	3	3	0%	100%	3
Asian	0	0	2	2	0%	100%	2
Hispanic	5	19	50	74	28%	72%	69
Multiracial	0	0	9	9	0%	100%	9
White	4	6	28	38	18%	82%	34
Not Classified	0	11	17	28	39%	61%	28
Whole Population	9	36	109	154	25%	75%	145

EARLY CHILDHOOD CENTER							
Pre-Kindergarden							
Beginning of Year - Reading Assesment							
	Numbers				% Without No Data Students		
Description	No Data	Support	On Track	Total	Support	On Track	Total
Special Education	2	3	0	5	100%	0%	3
English Language Learner	0	0	0	0	0%	0%	0
Econ Disadvantaged	2	1	0	3	100%	0%	1
African American	0	0	3	3	0%	100%	3
Asian	0	0	2	2	0%	100%	2
Hispanic	1	39	34	74	53%	47%	73
Multiracial	0	4	5	9	44%	56%	9
White	2	18	18	38	50%	50%	36
Not Classified	25	1	2	28	33%	67%	3
Whole Population	28	62	64	154	49%	51%	126

EARLY CHILDHOOD CENTER							
Pre-Kindergarten							
Yearly Math Progress Report							
	Numbers				% Without No Data Students		
Description	Comparable	Improved	Fell Behin	Flat	Increase	Decrease	No Change
Special Education	3	0	0	3	0%	0%	100%
English Language Learner	0	0	0	0	0%	0%	100%
Econ Disadvantaged	1	0	0	1	0%	0%	100%
African American	3	0	0	3	0%	0%	100%
Asian	2	1	0	1	50%	0%	50%
Hispanic	68	10	2	56	15%	3%	82%
Multiracial	9	1	0	8	11%	0%	89%
White	33	3	3	27	9%	9%	82%
Not Classified	4	1	0	3	25%	0%	75%
Whole Population	119	16	5	98	13%	4%	82%

EARLY CHILDHOOD CENTER							
Pre-Kindergarten							
End of Year - Math Assessment							
	Numbers				% Without No Data Students		
Description	No Data	Support	On Track	Total	Support	On Track	Total
Special Education	0	5	0	5	100%	0%	5
English Language Learner	0	0	0	0	0%	0%	0
Econ Disadvantaged	0	3	0	3	100%	0%	3
African American	0	0	3	3	0%	100%	3
Asian	0	0	2	2	0%	100%	2
Hispanic	5	16	53	74	23%	77%	69
Multiracial	0	1	8	9	11%	89%	9
White	4	10	24	38	29%	71%	34
Not Classified	0	8	20	28	29%	71%	28
Whole Population	9	35	110	154	24%	76%	145

EARLY CHILDHOOD CENTER							
Pre-Kindergarden							
Beginning of Year - Math Assesment							
	Numbers				% Without No Data Students		
Description	No Data	Support	On Track	Total	Support	On Track	Total
Special Education	2	3	0	5	100%	0%	3
English Language Learner	0	0	0	0	0%	0%	0
Econ Disadvantaged	2	1	0	3	100%	0%	1
African American	0	0	3	3	0%	100%	3
Asian	0	1	1	2	50%	50%	2
Hispanic	1	23	50	74	32%	68%	73
Multiracial	0	2	7	9	22%	78%	9
White	2	9	27	38	25%	75%	36
Not Classified	24	1	3	28	25%	75%	4
Whole Population	27	36	91	154	28%	72%	127

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## Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure		
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade K District: FLOUR BLUFF ISD School: Flour Bluff Early Childhood Center	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels		
FLOUR BLUFF ISD					
Current as of 08/27/2022					
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
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>136(42%)56(17%)79(24%)55(17%)</div>			326
Letter Names (LNF)	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>155(50%)52(17%)104(33%)</div>			311
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>94(29%)43(13%)189(58%)</div>			326
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
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>188(57%)56(17%)54(17%)28(9%)</div>			326
Letter Sounds (NWF-CLS)	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>119(38%)77(25%)33(11%)54(17%)28(9%)</div>			311
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>162(49%)54(17%)71(22%)39(12%)</div>			326
Decoding (NWF-WRC)	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>119(38%)169(55%)23(7%)</div>			311
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>151(46%)46(14%)80(25%)49(15%)</div>			326
Word Reading (WRF)	21-22 BOY	<div><div></div><div></div><div></div><div></div></div> <div>120(39%)133(42%)58(19%)</div>			311
	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>127(39%)72(22%)77(24%)50(15%)</div>			326
Vocabulary	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>1(50%)1(50%)</div>			2
RAN	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>4(1%)15(5%)303(94%)</div>			322
Risk Indicator	21-22 EOY	<div><div></div><div></div><div></div><div></div></div> <div>AT RISK3(1%)LOW RISK319(99%)</div>			322

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

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

### School Culture and Climate Strengths

Campus was surveyed via an online anonymous survey. Staff had very favorable responses for their feelings of being respected by their leaders and enjoying their work. Staff feel like they have the tools and resources they need to be successful and have a purpose for their work.

### School Culture and Climate Weaknesses

Staff would like more recognition for their good work. ECC staff would like to meet on a more regular basis to focus on building relationships with each other.

### School Culture and Climate Needs

ECC would like to update the staff lounge area to provide a more inviting environment that supports social interactions. Develop and maintain a group that meets on a regular basis to support emotional and social needs of staff.

### School Culture and Climate Summary

Flour Bluff Early Childhood Center has a staff that is dedicated to their position, respectful to one another, and strive to provide a positive environment for their coworkers and students. The positive climate of the ECC can be felt when you walk through the front door as the ECC strives to be a positive work and learning environment.

## Staff Quality, Recruitment and Retention



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Data Sources

Campus leadership data  
Highly Qualified Staff  
Professional development needs assessment data  
Professional learning communities (PLC) data  
Staff surveys and/or other feedback  
Survey and Interviews of Students/Staff/Parents

## Staff Quality, Recruitment and Retention Strengths

ECC continues to vet high quality staff through a selective process and interview. The interview committees are designed to incorporate a large variety of insight amongst the committee members. 100% of the ECC Paraprofessionals are Highly Qualified and continually trained. Teachers engage in professional learning communities that enhance their pedagogy and foster student achievement through data disaggregation and small group planning.

## Staff Quality, Recruitment and Retention Weaknesses

Teachers and staff need to feel supported as education currently has a negative stigma that has possibly caused a smaller teacher candidate pool and caused people to leave the education field. Mentor programs are implemented but only done on a volunteer basis as there is no compensation.

## Staff Quality, Recruitment and Retention Needs

Vertical alignment meetings regularly between grade-levels on campus and with the Primary campus. Targeted training for paraprofessionals and teachers that are relevant, enhance their craft and focus on student achievement.

## Staff Quality, Recruitment and Retention Summary

Flour Bluff Early Childhood Center has a high quality staff that has very little turn-over that is related to unhappiness with position or campus assignment. Staff survey results show staff would refer someone to work at the campus and feel they get the training they need to be successful.

# Curriculum, Instruction and Assessment

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Data Sources

CIRCLE and mCLASS  
Current and/or prior year(s) campus/district plans  
Highly Qualified Staff  
Parent surveys and/or other feedback  
Professional learning communities (PLC) data  
TELPAS results  
Texas approved PK and K assessment data

## Curriculum, Instruction and Assessment Strengths

Teachers are supported in weekly Professional Learning Communities with the ECC Curriculum Supervisor. Students are assessed using appropriate performance assessments in all four core subjects; ELAR, Math, Science, and Social Studies. ECC supports instruction by ensuring teachers have access to high-quality curriculum and resources to include, but not limited to; Really Great Reading, Heggerty, Envision, Social Studies Weekly, and Science Fusion.

## Curriculum, Instruction and Assessment Weaknesses

Teachers have a large number of resources available to support their curriculum; ensuring individual teacher autonomy while also ensuring fidelity of TEKS implementation as a campus can be challenging with 19 Kindergarten classrooms, 6 Pre-Kindergarten classrooms, and 2 ECSE classrooms.

## Curriculum, Instruction and Assessment Needs

As mClass, the Kindergarten Universal Screener is new to the campus for the second year and continues to be delivered by teachers; consistency of delivery and input of student data needs to be maintained across the campus to ensure validity of student data.

## Curriculum, Instruction and Assessment Summary

Flour Bluff Early Childhood teachers continue to have autonomy in their classrooms in regards to their implementation of instruction and facilitation of activities. Teachers are supported through continued weekly professional learning community support, planning, and data disaggregation. Teachers utilize the supported campus curriculum and develop yearly assessments and assessment calendars that are strategically planned and utilized to increase student achievement. Teachers also deliver the appropriate

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

assessments to their students to include state assessments.

## Family and Community Involvement

### Family and Community Involvement Data Sources

Community Demographics  
Community Input  
Community surveys and/or other feedback  
Current and/or prior year(s) campus/district plans  
Parent engagement rate  
Parent surveys and/or other feedback  
Planning and decision making committee data

### Family and Community Involvement Strengths

Flour Bluff Early Childhood Center is a school-wide Title 1 school that has a Parent Engagement Policy to promote family and community involvement. ECC utilizes multiple forms of communication with parents and the community to include weekly newsletters, voice-call messages, SeeSaw messages, flyers, etc.

### Family and Community Involvement Weaknesses

The ECC provides many opportunities for families to engage in school activities, however, has little involvement with members of the community that do not have students enrolled at the ECC.

### Family and Community Involvement Needs

Engage with more High School groups to include National Honor Society, Interact Club, and Athletic Clubs in activities the support students social, emotional, and academic needs. Provide the newsletter in a format that is capable of translating to different languages.

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

Flour Bluff ECC promotes family and community involvement activities through multiple avenues. ECC promotes 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. According to our surveyed parents, parents feel welcomed to the campus, are proud to have students at the ECC, and feel the campus makes a satisfactory effort to notify and involve parents in the school's activities.

## School Context and Organization

### School Context and Organization Data Sources

Current and/or prior year(s) campus/district plans  
District Goals  
Mobility rate, including longitudinal data  
Organizational structure data  
Survey and Interviews of Students/Staff/Parents

### School Context and Organization Strengths

Flour Bluff Early Childhood Center focuses on student safety and success while ensuring a responsible budget. ECC has a secure campus that monitored for improvements regularly. SBDM meets quarterly to review and discuss the campus improvement plan and the comprehensive needs of the campus. SBDM reviews and analyzes the budget to include Professional Development plans.

### School Context and Organization Weaknesses

ECC focuses on student safety, therefore, ensures a streamlined drop-off and dismissal. Morning drop-off takes a significant longer time than dismissal does as the limited staff for drop-off and the limitation of entrance doors.

### School Context and Organization Needs

ECC needs the adjacent land cemented to create a larger parking lot and greater space that can be utilized to eliminate some of the traffic on Purdue.

# Comprehensive Needs Assessment

## School Context and Organization Summary

Flour Bluff Early Childhood Center is a safe learning environment that could benefit from strategic parking lot planning. ECC will continue to be transparent in budget and spending. ECC PTO will continue to be a partnership with the campus and parents in order to make positive changes for the campus.

## Technology

### Technology Data Sources

Current and/or prior year(s) campus/district plans  
Department/faculty meeting discussion/data  
District Goals  
Planning and decision making committee data  
Professional learning communities (PLC) data

### Technology Strengths

Flour Bluff ECC has G2 interactive boards in most classrooms. Students have access to technology inside the classroom and also at home with a grant that the campus librarian is responsible for maintaining.

### Technology Weaknesses

Teachers needs updated and newer laptops to have a more advantageous connection to the new G2 interactive boards. Campus internet lags and causes students to disengage quickly from the activity.

### Technology Needs

Teachers need new laptops and internet needs to be boosted or supported. Teachers need training and support for new G2 interactive boards. Updated apps for students.

# Comprehensive Needs Assessment

## Technology Summary

Flour Bluff ECC has new interactive boards that support learning however, they need updated laptops the provide a more accurate connection. The campus also needs updated internet connections to eliminate the constant lag between teacher's device and the interactive board.

# Comprehensive Needs Assessment Data Sources

Attendance data  
Budgets/entitlements and expenditures data  
Campus leadership data  
CIRCLE and mCLASS  
Community Input  
Community surveys and/or other feedback  
Current and/or prior year(s) campus/district plans  
Department/faculty meeting discussion/data  
Discipline Referrals  
Highly Qualified Staff  
Parent engagement rate  
Parent surveys and/or other feedback  
Planning and decision making committee data  
Professional development needs assessment data  
Professional learning communities (PLC) data  
Staff Development  
Staff surveys and/or other feedback  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
Teacher/Student Ratio  
TELPAS results  
Texas approved PK and K assessment data

# ECC Campus Resources

**Currency**



Total	\$62,975
Federal	\$30,350
State	\$8,175
Local	\$24,450
Other	\$0

Resource	Source	Amount
Title I 6200	Federal	\$9,000
Title I 6300	Federal	\$11,700
Title I 6400	Federal	\$4,200
Title II 6200	Federal	\$2,100
Title II 6300	Federal	\$800
Title III Bilingual / ESL	Federal	\$2,550
199 Dyslexia 6400	Local	\$10,000
GT 6200	Local	\$14,450
SCE 6200	State	\$3,500
SCE 6300	State	\$3,400
SCE 6400	State	\$1,275



# EARLY CHILDHOOD CENTER

**Goal 1.** (Students; Well-being and academic success.) Students: Well-being and academic success.

**Objective 1.** Annually increase social, emotional learning (SEL) and well-being.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of campus-wide character program, positive behavior strategies, and good choice clubs to promote social emotional well-being and character building. (Title I SW Elements: 1.1,2.6) (Target Group: All,PRES K,K) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,5.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal, Teacher(s)	2022-2023	(F)Title I 6300 - \$3,000	Criteria: Good choice club participation, campus discipline data, Hornet Academy data, attendance data  04/13/23 - On Track (S) 11/09/22 - On Track
2. Install window covering to windows that provide visibility from outside the school building. (Title I SW Elements: 1.1) (Target Group: All,PRES K,K) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.3)	Principal	January 2023	(L)199 Dyslexia 6400 - \$8,000	Criteria: Installation of window covering  04/13/23 - Discontinued (S) 11/09/22 - Pending

# EARLY CHILDHOOD CENTER

**Goal 1.** (Students; Well-being and academic success.) Students: Well-being and academic success.

**Objective 2.** Annually increase the academic achievement in the four core academic areas: ELAR, Math, Science and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase student achievement by providing high quality educational opportunities from teachers that are supported through a comprehensive professional development plan, campus professional learning community planning and collaboration, and feedback after evaluations and walkthroughs.</p> <p>*living science supplies from the Region 2 Service Center to support Science instruction</p> <p>*wireless keyboards and mice for all teachers to use with their new G2 boards</p> <p>*instructional supplies to support strategies that are research based, appropriate, and support student success and achievement</p> <p>*Region 2 Instructional Support (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,4.4.1,5.5.1,5.2,5.3,5.4)</p>	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2022-2023	(F)Title I 6200 - \$5,000, (F)Title II 6300 - \$800, (F)Title III Bilingual / ESL - \$550, (S)SCE 6200 - \$2,000, (S)SCE 6400 - \$1,275	<p>Criteria: Student assessment data sources to include: mClass, math quarterly benchmarks, math pre and post assessment, student report card data, instructional plans, TTESS GSPD</p> <p>04/13/23 - Completed (S) 11/09/22 - On Track</p>

# EARLY CHILDHOOD CENTER

**Goal 1.** (Students; Well-being and academic success.) Students: Well-being and academic success.

**Objective 3.** Support CCMR- annually increase ECC student success rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure student success through quarterly data meetings focusing on specific needs of student, high quality small group instruction in all classrooms to support tier 2 and tier 3 learning, and quality MTSS plans that are monitored and updated on a regular basis.</p> <p>*DMAC components: Learning Plans</p> <p>*Math Tutor using Title 1 funds focusing on closing the gaps of struggling student groups (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6)</p> <p>(Target Group: All,ECD,SPED,AtRisk,PRE K,K) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)</p>	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Special Ed Teacher(s), Teacher(s)	2022-2023	(F)Title III Bilingual / ESL - \$1,000, (S)SCE 6200 - \$1,500, (S)SCE 6300 - \$500	<p>Criteria: MTSS plans and referrals</p> <p>Instructional plans</p> <p>TTESS evaluations and teacher walk-throughs</p> <p>Small group lesson plans</p> <p>Math tutoring groups and student outcome data</p> <p>Curriculum Supervisor and Administrator quarterly meetings with teachers to discuss all students</p> <p>04/13/23 - Completed (S)</p> <p>11/09/22 - On Track</p>

# EARLY CHILDHOOD CENTER

**Goal 1.** (Students; Well-being and academic success.) Students: Well-being and academic success.

**Objective 4.** Annually increase student engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Engage students in activities that are scheduled during the school day to engage them in learning and support a positive climate and environment.</p> <p>*weekly science lab- increase science lab participation through updating the science lab</p> <p>*good choice club every 4 weeks and quarterly</p> <p>*update learning garden</p> <p>*support student engagement in social city, motor lab, and on the playground by providing opportunities for small group, classes, and individual students. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3,3.1,3.2,3.3,4,4.1,5,5.3,5.4)</p>	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal, Teacher(s)	2022-2023	(F)Title I 6200 - \$2,000, (F)Title I 6300 - \$2,000, (F)Title III Bilingual / ESL - \$1,000, (L)GT 6200 - \$2,000, (S)SCE 6300 - \$1,400	<p>Criteria: Master schedule, small group lesson plans, Good Choice Clubs, MTSS plans, activity flyers</p> <p>04/13/23 - Completed (S)</p> <p>11/09/22 - Significant Progress</p>

# EARLY CHILDHOOD CENTER

**Goal 2.** (Faculty and Staff; Well-being, professional development and growth) Faculty and Staff: Well-being, professional development, and growth.

**Objective 1.** Annually increase faculty and staff engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide resources, training, and time inside the school day to collaborate with peers to ensure staff has the opportunities to grow in their craft. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,PRES K,K) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,5,5.2)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal, Teacher(s)	2022-2023	(L)GT 6200 - \$5,000	Criteria: Staff Satisfaction and Engagement Survey, TTESS GSPD conferences and triad protocol responses, Campus Professional Development Calendar, Campus Activity Calendar  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 2.** (Faculty and Staff; Well-being, professional development and growth) Faculty and Staff: Well-being, professional development, and growth.

**Objective 2.** Annually increase faculty and staff satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide the resources, training, support, and environment that is necessary for educators and staff to be successful in their position. This training and support includes weekly PLC meetings with Curriculum Supervisor and admin, professional development by need/request, teacher incentives and monthly engagement activities. "FUNdamentals" social group will have activities outside of the school day to increase staff moral and satisfaction. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.2,3.3,5,5.2)	Counselor(s), Curriculum Supervisor(s), Principal(s)	2022-2023	(F)Title I 6200 - \$2,000, (L)GT 6200 - \$3,000	Criteria: Staff Satisfaction and Engagement Survey, TTESS GSPD conferences and reflections, Campus Professional Development schedule and offerings.  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 2.** (Faculty and Staff; Well-being, professional development and growth) Faculty and Staff: Well-being, professional development, and growth.

**Objective 3.** Develop and implement professional development plans for all instructional staff and support staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide resources, training, and time to collaborate with peers to ensure staff is engaged in self-reflection and growth through: Weekly PLCs, TTESS GSPD meetings, embedded campus professional development, and professional development based upon campus need. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,PRE K,K) (ESF: 2,2.1,3,3.1,4,4.1,5,5.2)	Curriculum Supervisor(s), Principal(s), Teacher(s)	2022-2023	(F)Title II 6200 - \$2,100	Criteria: Staff Satisfaction and Engagement Survey, TTESS GSPD conferences and reflections, Campus Professional Development schedule and offerings.  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 2.** (Faculty and Staff; Well-being, professional development and growth) Faculty and Staff: Well-being, professional development, and growth.

**Objective 4.** Recruit and retain campus personnel and evaluate personnel to develop a comprehensive professional development plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will follow vetting and hiring processes when filling campus positions and ensure all staff are highly qualified in their areas and retain these individuals through providing adequate training and professional development. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All,PRES K,K) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,5,5.2)	Curriculum Supervisor(s), Principal(s)	2022-2023	(F)Title I 6200 - \$1,000, (L)199 Dyslexia 6400 - \$2,000	Criteria: Campus hiring committee feedback, Staff Satisfaction and Engagement Survey, Campus Professional Development schedule and offerings, teacher/student ratio  04/13/23 - Completed (S) 01/05/23 - On Track



# EARLY CHILDHOOD CENTER

**Goal 3.** (Community Satisfaction and Engagement) Community: Satisfaction and engagement.

**Objective 1.** Annually increase community satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using multiple outlets to promote the activity, the campus will engage the community members in various scheduled activities that are offered throughout the year and part of the Title 1 Parent Engagement Plan. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Librarian(s), Principal(s), Teacher(s)	2022-2023	(L)GT 6200 - \$1,000, (S)SCE 6300 - \$500	Criteria: Parent/Community Satisfaction and Engagement Survey, Campus Event Calendar, Social Media feedback  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 3.** (Community Satisfaction and Engagement) Community: Satisfaction and engagement.

**Objective 2.** Annually increase community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will engage community members in various scheduled activities that are offered throughout the year and part of the Title 1 Parent Engagement Plan. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All,PRES K,K) (Strategic Priorities: 3,4) (ESF: 1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal(s)	2022-2023	(L)GT 6200 - \$1,000, (S)SCE 6300 - \$500	Criteria: Parent/Community Satisfaction and Engagement Survey, Campus Google Survey, Social Media outreaches by community, Campus Event Calendar  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 3.** (Community Satisfaction and Engagement) Community: Satisfaction and engagement.

**Objective 3.** Annually increase parent satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using multiple outlets to promote student successes and activities, the campus will highlight and engage students and parents in various activities that are offered throughout the year and part of the Title 1 Parent Engagement Plan. (Title I SW Elements: 1.1,2.1,2.2,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 1,3,4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Librarian(s), Principal(s), Teacher(s)	2022-2023	(F)Title I 6300 - \$2,700, (F)Title I 6400 - \$2,000	Criteria: Parent/Community Satisfaction and Engagement Survey, Campus Event Calendar, Social Media Posts, Board Buzz  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 3.** (Community Satisfaction and Engagement) Community: Satisfaction and engagement.

**Objective 4.** Annually increase parent engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will engage parents and community members in various scheduled activities that are offered throughout the year and part of the Title 1 Parent Engagement Plan. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All,PRE K,K) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal(s), Teacher(s)	2022-2023	(F)Title I 6300 - \$4,000, (F)Title I 6400 - \$2,000, (S)SCE 6300 - \$500	Criteria: Parent/Community Satisfaction and Engagement Survey, Campus Event Calendar, Social Media feedback, Campus Google Survey  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 4.** (Financial Stewardship) Campus: Financial stewardship.

**Objective 1.** (Financial Stewardship) Communicate budget development and allocations with clarity and transparency.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus Principals will develop budget allocations and expenditures with staff and SBDM on a quarterly basis that focus on the comprehensive needs assessment of the campus and increasing student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Target Group: All,PRES K,K) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1)	Assistant Principal(s), Principal(s)	2022-2023	(L)GT 6200 - \$200	Criteria: SBDM meeting notes, quarterly meeting notes from staff meetings where budget was communicated and discussed  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 4.** (Financial Stewardship) Campus: Financial stewardship.

**Objective 2.** Communicate budget processes, purchases, and management with clarity and transparency.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus Principals will share budget processes, allocations and expenditures with staff and SBDM on a quarterly basis. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6) (Target Group: All,PRES K,K) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,4,4.1)	Assistant Principal(s), Principal(s)	2022-2023	(L)GT 6200 - \$200	Criteria: SBDM meeting notes, quarterly meeting notes from staff meetings where budget was communicated and discussed  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

**Goal 4.** (Financial Stewardship) Campus: Financial stewardship.

**Objective 3.** Communicate staffing, student enrollment, PD reports, financial reports, and ADA monitoring.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus Principals will share current staffing, student enrollment, PD reports, and ADA reports with staff and SBDM on a quarterly basis. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,PRE K,K) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.3)	Assistant Principal(s), Principal(s)	2022-2023	(L)GT 6200 - \$250	Criteria: SBDM meeting notes, quarterly meeting notes from staff meetings where current staffing, student enrollment, PD reports, and ADA reports was communicated and discussed.  04/13/23 - Completed (S) 11/09/22 - On Track

# EARLY CHILDHOOD CENTER

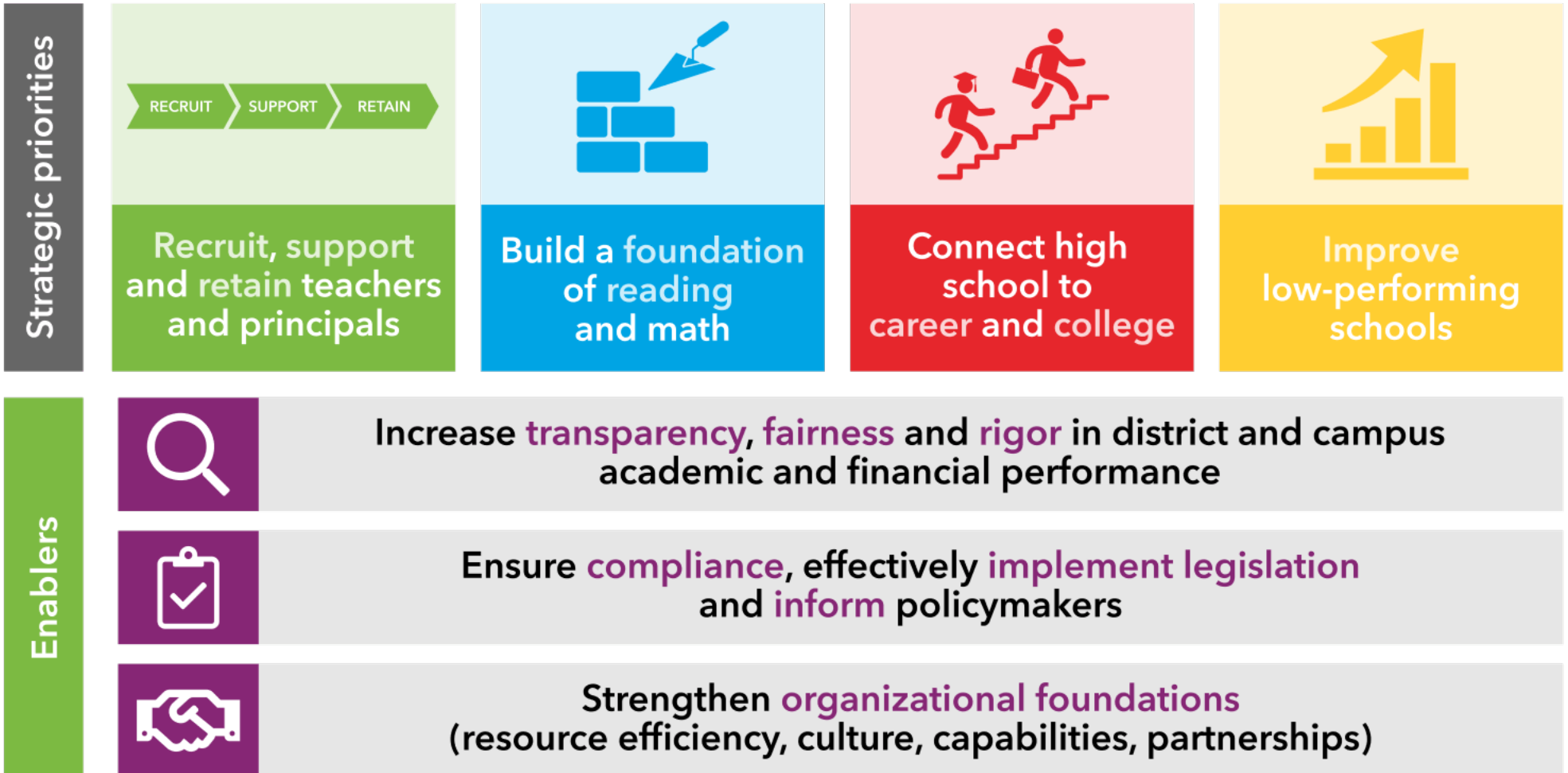
**Goal 4.** (Financial Stewardship) Campus: Financial stewardship.

**Objective 4.** Ensure financial stewardship through strategic purchasing and routine evaluation of budget allocations and expenditures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration team will review requisitions to ensure financial stewardship to include providing multiple quotes and explanations on specific account or large purchases. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All,PRE K,K) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.3)	Assistant Principal(s), Counselor(s), Librarian(s), Principal(s)	2022-2023	(L)GT 6200 - \$100	Criteria: SBDM meeting notes, quarterly meeting notes from staff meetings where budget reports was communicated, developed, and discussed.  04/13/23 - Completed (S) 11/09/22 - On Track



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



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

## 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:</b> <b>Students:</b> <b>Well-being</b> <b>and academic</b> <b>Success.</b>	<b>1.1 Annually increase</b> <b>Social, Emotional Learning</b> <b>(SEL) &amp; Well-being</b>	Implement vigorous system of supports for students' emotional and mental health to include: <ul style="list-style-type: none"> <li>• P2 Character program that includes role playing, real world teachable moments and discussions about well-being and character.</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 minutes of physical education daily.</li> </ul>	P2 Character plans to address the components of the elementary level character curriculum. P2 Character program scope and sequence Learning Academy recommendation slips Master Schedule	By the end of each school year, students will engage in all 29-character strength lessons. Each quarter, student discipline reports will decrease by 20% from the previous quarter in response to character strength lessons.

	<b>1.2 Annually increase the Academic Achievement in the four core academic areas:</b> <b>Reading &amp; Language Arts</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b>	<b>Systematic Curriculum Alignment</b> <ul style="list-style-type: none"> <li>Weekly PLCs with grade-level team that share common conference times</li> <li>Curriculum share-outs every 9 weeks at faculty meetings</li> <li>Quarterly student data meetings and MTSS review</li> <li>Curriculum Supervisor supporting all teachers and instructional paraprofessionals</li> <li>Curriculum writing by campus teachers</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> </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, Circle</li> </ul> </li> <li>Mathematics, Science, &amp; Social Studies</li> <li>Math inventory assessment</li> <li>MTSS meeting notes</li> <li></li> </ul>	Increase the number of students on-level from BOY to EOY to at least 70% of kindergarten students assessing as benchmark or above on the Universal-Screener Mclass. 2022-2023 BOY 30% Benchmark or above
		Math resources/activities: Envision Math Journals Manipulatives Tutors Visuals Multi-media resources and programs	Math Inventory comparison of data by student and teacher Envision pre and post assessment	Increase the percentage of students that show growth from BOY Envision Math Pre to EOY Envision Math Post assessment by 20% each year using 2022-2023 as the baseline.
		Science resources/activities: Science Lab Science Journals Stations Field Trips Virtual Field Trips	Teacher made benchmarks Report card data Field trip calendar	Engage 100% of kindergarten classes in at least 1 science related field trip and 100% of the ECC classes in at least 1 science fair experiment demonstration that supports the science TEKS by the end of each school year.
		Social Studies resources/activities: First Responders Fire Prevention Week Homecoming Parade Christmas Around the World Book Fair and Breakfasts	Teacher made benchmarks Report card data Activity calendar	Engage 100% of ECC classes in at least 4 campus-wide activities that support Social Studies TEKS by the end of the school year.

	<b>1.3 Annually increase CCMR results</b>	College Readiness <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>	Wednesday participation Visitor participation	Promote CCMR by engaging the campus in at least 2 activities that support College and Career Readiness by the end of each school year.
		Career Readiness <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>	Wednesday participation Visitor participation	Promote CCMR by engaging the campus in at least 2 activities that support College and Career Readiness by the end of each school year.
		Military Readiness <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>	Wednesday participation Visitor participation	By 2024, ECC will be recognized as a Purple Star Recipient and maintain this recognition through the 2025-2026 school year.
	<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>	Parent satisfaction and engagement survey Number of students/parents participating after school activities PTO member enrollment and participation rate	Increase parent satisfaction by 0.1 each year as evidenced by the average of the survey responses identified as being related to satisfaction using 2021-2022 survey results of Satisfaction 4.6 and Engagement 4.6.
	<b>1.5 Sustain and Enhance School Emergency Operations Procedures</b>	<ul style="list-style-type: none"> <li>• Perform Exterior Door Sweeps Weekly</li> <li>• Develop and Implement District Safety and Security Procedures</li> <li>• Maintain EOP Number of Drills District Safety and Security Procedures</li> </ul>	Emergency Operations Plan Drill Schedule and documentation	Students will be trained by a designated campus individual that will explain the EOP in an age-appropriate manner.  100% of required drills completed

<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>Social activities implemented 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> Activity schedule PD reports Staff satisfaction and engagement survey	Increase staff engagement by 0.1 each year as evidenced by the average of the survey responses identified as being related to engagement using 2021-2022 survey results of Engagement 4.3
	<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</li> <li>Agendas that ask for recommendations of improvement.</li> </ul> Staff satisfaction and engagement survey	Increase staff satisfaction by 0.1 each year as evidenced by the average of the survey responses identified as being related to satisfaction using 2021-2022 survey results of Satisfaction 4.1
	<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 as evidenced by their final observation reports.  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 work closely with each department/grade-level, or student support teams to ensure procedures are followed and budget is fiscally spent in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Campus Budget reports</li> <li>SBDM meeting agendas and minutes</li> <li>Quarterly budget meetings with staff</li> </ul>	Campus budget will be developed, monitored, and maintained at quarterly SBDM meetings and quarterly department/grade-level team meetings.
	<b>2.5 Sustain and Enhance School Emergency Operations Procedures</b>	<ul style="list-style-type: none"> <li>Perform Exterior Door Sweeps Weekly</li> <li>Develop and Implement Campus Safety and Security Procedures</li> <li>Maintain EOP</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Operations Plan</li> <li>Drill Schedule and documentation</li> </ul>	100% of staff will be trained on the campus EOP by a designated campus individual.  100% of required drills completed

<b>Goal 3: Community Satisfaction and Engagement</b>	<b>3.1 Annually increase Non-Parent Community Satisfaction</b>	<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 parents and community members.</p>	<p>Printed information, electronic information, website, social media, media outreach</p> <p>School Messenger Callouts</p> <p>SeeSaw messages</p>	<p>Increase parent satisfaction by 0.1 each year as evidenced by the average of the survey responses identified as being related to satisfaction using 2021-2022 survey results of Satisfaction 4.6 and Engagement 4.6.</p>
	<b>3.2 Annually increase Non-Parent Community Engagement</b>	<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 liaison to connect initiatives with resources and campus visitors</li> <li>○ Work with Institutes of Higher Learning to include HS partnerships to promote academics</li> </ul>	<p>Campus Site-Based Committee meeting agenda and minutes</p> <p>Business and Community Partnerships</p> <p>Military Liaison</p>	<p>Increase the number of non-parent community engagement on campus online weekly newsletter by 25% by 2025.</p>
	<b>3.3 Annually increase Parent Satisfaction</b>	<ul style="list-style-type: none"> <li>○ Offer opportunities for feedback</li> <li>○ Create awareness of district and campus programs</li> <li>○ Parent/Teacher Conferences</li> </ul>	<p>Parent Surveys</p> <p>School Messenger Callouts</p> <p>SeeSaw messages</p> <p>Printed information, electronic information, website, social media, and media outreach</p>	<p>Increase parent satisfaction by 0.1 each year as evidenced by the average of the survey responses identified as being related to satisfaction using 2021-2022 survey results of Satisfaction 4.6 and Engagement 4.6.</p>
	<b>3.4 Annually increase Parent Engagement</b>	<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>	<p>Increase parent satisfaction by 0.1 each year as evidenced by the average of the survey responses identified as being related to satisfaction using 2021-2022 survey results of Satisfaction 4.6 and Engagement 4.6.</p>
	<b>3.5 Communicate School Emergency Operations Procedures</b>	<ul style="list-style-type: none"> <li>○ Communicate EOP drills after they have occurred to parents using at least one communication platform.</li> </ul>	<ul style="list-style-type: none"> <li>○ SeeSaw messages</li> <li>○ Skyward Messenger</li> </ul>	<p>Communicate specific drills after they have occurred with parents using at least one campus communication tool.</p>

<b>Goal 4: Financial Stewardship</b>	<b>4.1 Increase communication and clarity regarding the Coherent Budget Development, Adoption, and Management Processes</b>	<ul style="list-style-type: none"> <li>• Compare Adopted Budget to Actual Budget</li> <li>• Expenditure Projection and quarterly 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>	Campus budget will be developed, monitored, and maintained at quarterly SBDM meetings and quarterly department/grade-level team meetings.
	<b>4.2 Increase communication and clarity regarding the Coherent Debt Management Process(es)</b>	<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>	Campus budget will be developed, monitored, and maintained at quarterly SBDM meetings and quarterly department/grade-level team meetings.
	<b>4.3 Increase communication and clarity regarding Operational Effectiveness and Efficiency</b>	<ul style="list-style-type: none"> <li>• Ensure effectiveness and efficiency of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with departments and front office to ensure workorders are expedited according to need and are responded to in a timely manner.</li> </ul>	Conduct and maintain record of weekly campus “exterior door checks” and submit and communicate a work order by end of the day the “exterior door check” occurs.
	<b>4.4 Increase communication and clarity of Critical Success Factors of Financial Stewardship</b>	<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>• Site-Based Decision-Making Committee meeting agenda outlining budget procedures and expectations of requisition submission.</li> </ul>	By the end of each school year, SBDM and staff will have engaged in at least one opportunity to review and discuss budget procedures and expectations of requisition submissions.
	<b>4.5 Maintain campus facility security</b>	<ul style="list-style-type: none"> <li>• Perform Exterior Door Sweeps Weekly</li> <li>• Weekly facility checks</li> </ul>	<ul style="list-style-type: none"> <li>• Exterior Door Sweep weekly documentation</li> <li>• Campus work-orders</li> </ul>	Conduct weekly exterior and interior door sweeps, documenting the exterior door integrity on district provided tracking document.