EARLY CHILDHOOD CENTER
Campus Improvement Plan
2024/2025

Once a Hornet, Always a Hornet

Molli Crowley

617 Purdue Rd. Corpus Christi, Texas 78418

3616949036

mcrowley@flourbluffschools.net

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EARLY CHILDHOOD CENTER

Mission

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

Vision

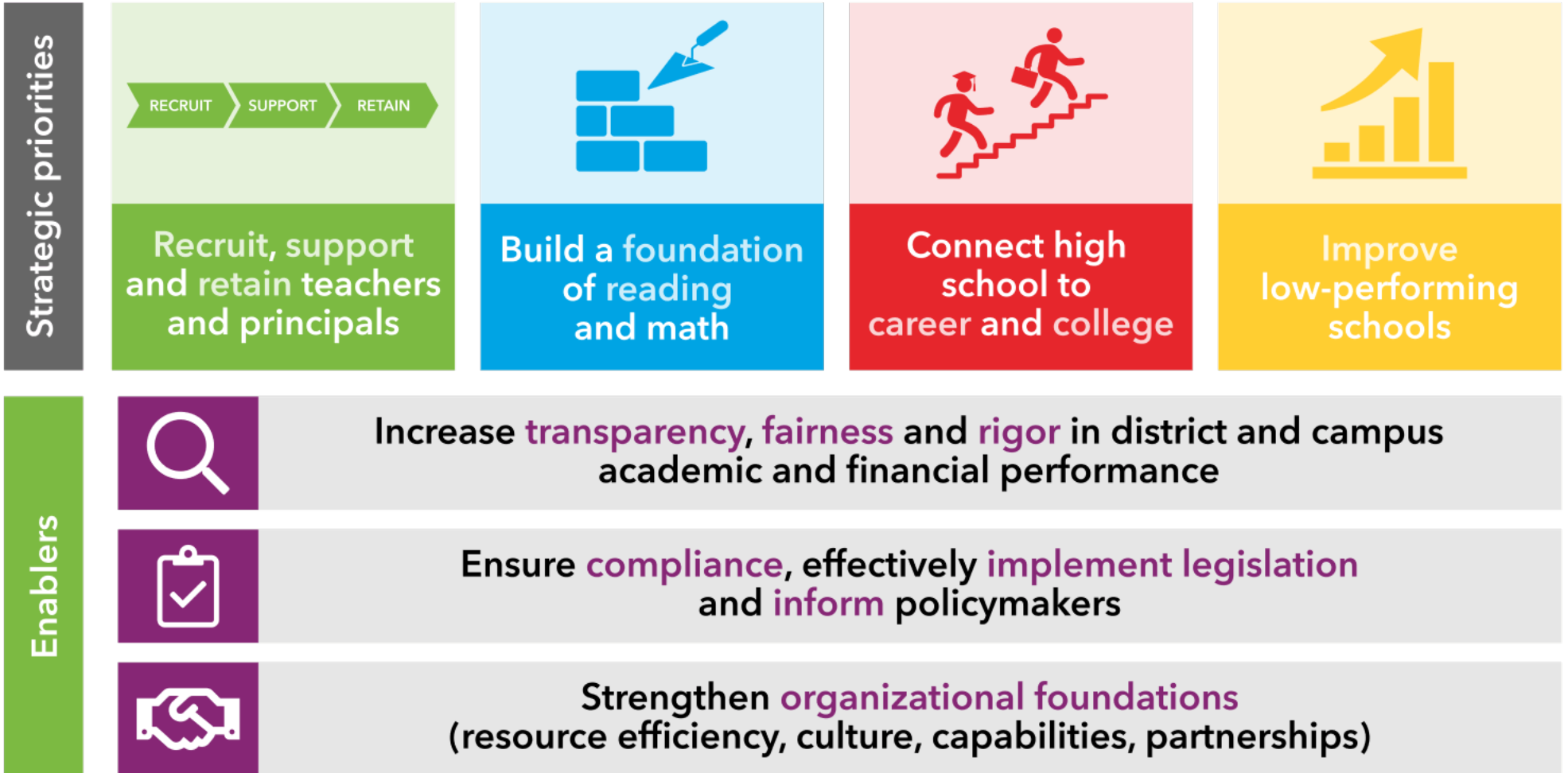*Our vision is to make Flour Bluff ISD the premier district in Texas. Flour Bluff- North Padre Island-NAS/CCAD.*

EARLY CHILDHOOD CENTER Site Base

Name	Position
Crowley, Molli	Principal
Cristan, Veronica	Assistant Principal
Mora, Erica	Counselor
Martinez, Christina	Non-Teaching Professional
Bervinkle, Heather	District Member
Moore, Gina	Teacher
Arredondo, Brenda	Teacher
Morgan, Jill	Teacher
Grimes, Krystle	Teacher
Olson, Carlee	Teacher
Carreon, Clarissa	Teacher
Robinson, Kiana	Paraprofessional
Dahl, Ashlee	Parent
Rotramel, Ashlyn	Parent
Stapper, Erin	Community Member
Miller, Elaina	Business Member- JELM Management
Judd, Nikki	Business Member- Plumbing

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

Strategic priorities

Recruit, support and retain teachers and principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

RECRUIT › SUPPORT › RETAIN

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance data
Community Demographics
Organizational structure data
Special Programs Evaluations
Teacher/Student Ratio

Demographics Strengths

Flour Bluff Early Childhood Center serves Early Childhood Special Education, Pre-Kindergarten and Kindergarten students. ECC has a large percentage of students that are military connected students that are served not only by campus personnel, but also a Military Liaison. 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 and we have implemented a staff tuition-based Pre K. ECC also offers a half-day Early Childhood Special Education setting for students that qualify according to their individualized special education plan as well as a full-day option for students that qualify for PreK and their plan determines this is their need. ECC has many resources for the students including a Campus Counselor, District Social Worker, and Military Liaison.

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 96% attendance rate.

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. Transfer attendance rate and behaviors needs to

Comprehensive Needs Assessment

Demographics Needs (Continued)

be reviewed quarterly in order to place students on probation or unenroll due to excessive absences and/or behaviors.

Demographics Summary

The population on ECC is diverse; 55% Hispanic, 35% White, 5% Two or More Races, 2% African American, 1.5% Asian, 0.2% American Indian, and 0.2 Pacific Islander. Flour Bluff Early Childhood Center has 27 classrooms: 2 ECSE-half-day and full-day, 8 Pre-Kinder, 18 Kinder with 2 of these being Functional Academics. ECC has a Music teacher, PE/Health teacher, and Librarian. All but one of the eight Pre-Kinder classrooms has a Paraprofessional to ensure ratio of 1:9 adult to student ratio for High-Quality Pre-Kindergarten Program. Kindergarten classrooms have an average class size of 19 students to teacher.

Student Achievement

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.

PreK Circles Increases
41% increase in students On Track EOY 23-EOY24 (Overall PA)
10% increase in students On Track (Overall)
51% increase in Counting Sets
40% increase in Number Naming

Kindergarten mClass
EOY 23- EOY 24
8% increase for students At or Above Benchmark (Overall Composite Growth)
2024 BOY- EOY
36% -62% At or Above Benchmark
Decoding- 8% to 57% At or Above Benchmark

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Word Reading-10%-47% At or Above Benchmark

Kindergarten Math Benchmark
38% increase Overall from BOY to EOY
88%+ student mastery in nine areas

Student Achievement Weaknesses

Reading- PreK (CIRCLE)
Early Writing Skills
Mathematics- PreK (CIRCLE)
Rote Counting & Operations

Reading- Kindergarten (mClass)
Letter Naming- Goal 70%
Spelling
Mathematics- Kindergarten (EnVision)
Identifying two and three-dimensional shapes
Identifying coins

Student Achievement Needs

Reading- PreK (CIRCLE)
Increase writing opportunities through journals, station activities, and small group instruction.
Mathematics- Pre-K
Spiral Review during Circle time for Math Skills

Reading Kindergarten (mClass)

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

Targeted Small Group instruction-2, 3, and 4 phoneme practice, fluency,
*mClass intervention- Spelling, Letter Name focus and continue Phonemic Awareness and Word Reading
Reading Intervention Lab will incorporate mClass intervention strategies
Mathematics-Kindergarten-Spiral Reviews during calendar time for math skills

Student Achievement Summary

CIRCLE assessment will now be given 3 times per year; BOY, MOY, EOY (previously administered BOY and EOY)
PK teacher/para to student ratio 1:9 Increase Instructional Support and Planning for teachers based on individual classroom growth as monitored by admin. Implementation of Individualized Progress Monitoring of students based on score classification by measure will begin immediately after the assessment is administered. Teachers are provided with refresher training and calibration on mClass & CIRCLE assessment delivery. Math Tutor for Kindergarten students, WIN time for small group intervention and targeted instruction will be implemented again this year and monitored for fidelity. Parents will be engaged with learning opportunities through practice apps and teacher created materials.
Continue implementation of Heggerty and support the implementation through professional learning opportunities and professional collaboration in PLCs. Meeting with teachers every quarter to monitor and implement interventions will continue to be implemented to monitor and track progress monitoring and effectiveness of new tutoring, Amplify.

School Culture and Climate

School Culture and Climate Data Sources

District Goals
Effective Schools Framework data
Observation Survey results
Planning and decision making committee data
Professional learning communities (PLC) data
Staff Development
Staff surveys and/or other feedback

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Teacher/Student Ratio

School Culture and Climate Strengths

Staff have the tools and resources they need to be successful and have a purpose for their work. Feedback from all stakeholders is positive in regards to the feel our campus has when you step foot on it. Teachers support one another in the work and collaborate weekly during PLCs. Teams work together to support absences or vacancies without being asked as the culture is supportive. Potlucks and appreciation are provided on a regular basis and most staff participates in these collegial building activities.

School Culture and Climate Weaknesses

Staff express a desire to be more recognized for the hard work they are doing as the Early Childhood level can be demanding especially at different parts of the year; beginning, after long breaks, and at the end. This is due to students needing frequent reminders of expectations.

School Culture and Climate Needs

Maintain a committee that meets regularly to plan incentive activities for students and staff. Continue to grow PTO by engaging parents at meetings with student performances. Increase the participants in the campus Watch Dog Program.

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, students, and families. 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. Flour Bluff Early Childhood recognizes the importance of effective school and family partnerships that are child centered as this is critical in students' learning and success in school and the ECC develops a family engagement plan in order to achieve and maintain high levels of family involvement by providing beneficial opportunities and positive

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

interactions that in turn, create a positive family perspective towards education.

Staff Quality, Recruitment and Retention

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
Teacher/Student Ratio

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

Candidate pools are small for teachers at the Early Childhood level. Special Education candidates for teacher and para continue to be difficult to find suitable candidates.

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

Vertical alignment meetings regularly between grade-levels on campus and with the Primary and Elementary campuses. Targeted training for paraprofessionals and teachers that are relevant enhance their craft and focus on student achievement. Campus needs to fill a Special Education teacher vacancy but these positions are hard to fill.

Staff Quality, Recruitment and Retention Summary

Flour Bluff Early Childhood Center has a high quality staff that has very little turn-over as campus surveys show campus has a positive climate and supported teachers. Teacher to student ratios were lowered for the PreK classes to be 1:9 which is a great deal of incentive for teacher retention.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CIRCLE and mCLASS
Current and/or prior year(s) campus/district plans
District Goals
Effective Schools Framework data
Grades that measure student performance on TEKS
Local diagnostic reading assessment data
Processes and procedures for teaching and learning
Professional development needs assessment data
Professional learning communities (PLC) data
Running Records results
Study of best practices
Texas approved PK and K assessment data

Curriculum, Instruction and Assessment Strengths

ECC 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 new science curriculum, McGraw Hill. Teachers meet weekly in PLCs to review lesson plans, and scope

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

and sequence, and assessments. Every month, content teams meet to discuss each core content and then collaborate with their teams to ensure horizontal alignment across the campus.

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 18 Kindergarten classrooms, 6 Pre-Kindergarten classrooms, and 2 ECSE classrooms.

Curriculum, Instruction and Assessment Needs

Consistency of delivery and input of student data in the universal screeners needs to be maintained across the campus to ensure validity of student data. Master schedule continues to be an area that is evaluated to maximize instructional time. Amplify intervention is new to Kindergarten; training to support teachers in implementation is important this year as we monitor the effectiveness and usage of the program.

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 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 state required assessments to students. Master schedule continues to be developed focusing on student achievement and needs.

Family and Community Involvement

Family and Community Involvement Data Sources

Communications data
Community Demographics

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Community Input
Community surveys and/or other feedback
Organizational structure data
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 has a robust Family Engagement Plan that is developed by a committee of various stake-holders. ECC utilizes multiple forms of communication with parents and the community to include weekly newsletters, voice-call messages, SeeSaw messages, flyers, etc. United Way partnership is in the works and will strategically be implemented in conjunction with current campus parent and community events such as Harvest of Learning and Love of Reading.

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 except for community sponsors that provide donations through the ECC PTO.

Family and Community Involvement Needs

Continue to build partnerships with community businesses and other Early Childhood Entities. Increase our PTO and WatchDog engagement and participation. Continue to increase the partnership with JH and HS student clubs, organizations, and athletics that enhance our ECC student experiences.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Flour Bluff ECC promotes family and community involvement activities through multiple avenues. SeeSaw has the capabilities to be translated in multiple languages. 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

Community Demographics
Community Input
Community surveys and/or other feedback
Mobility rate, including longitudinal data
Organizational structure data
Planning and decision making committee data

School Context and Organization 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. 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. Drop off and dismissal requires a large number of staff hand, bus to hand, or parent to hand drop-off and pick-up because of the age and abilities of your early childhood students. The need for additional staff continues to be a concern as behaviors and needs increase each year but staff allocation remains stagnant.

Comprehensive Needs Assessment

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. Currently, parents and guardians use the empty lot although it is not paved. Security and police presence is needed on a regular basis to ensure traffic flow and safety of parents and students crossing Waldron in spots that are not safe as they do not have a crosswalk.

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. 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.

Technology

Technology Data Sources

Communications data
Planning and decision making committee data
Professional development needs assessment data
Staff surveys and/or other feedback

Technology Strengths

Flour Bluff ECC has interactive boards in most classrooms. All Professional staff received a new laptop recently. ECC has at least 5 devices in each classroom and computer lab that is able to have 23 students working on tech applications at a time. Students have access to technology inside the classroom.

Comprehensive Needs Assessment

Technology Weaknesses

Campus internet lags and causes students to disengage quickly from the activity. Campus budget has to support technology which is expensive and takes away from other needs. District long-term plan does not delineate whose budget future technology needs will come out of.

Technology Needs

ECC needs a dedicated instructional technologist that can support teachers and staff with integrating technology in instruction. ECC needs internet that is consistent as it drops constantly causing delays in instruction and inability to communicate effectively with staff. This can also be a safety concern.

Technology Summary

Technology is everchanging and students have access to technology throughout the day. ECC provides students with a computer lab facilitated by a paraprofessional that supports the learning.com curriculum. Teachers have stations that include technology as they each have at least 5 devices. Teachers continue to utilize the support from an instructional technologist that supports integrating technology in to their curriculum and lesson plans. ECC continues to need additional funds to support adequate upgrades and replacement of outdated technology.

Resources

Resource	Source
Title I	Federal
Title II	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
SCE	State

EARLY CHILDHOOD CENTER

Goal 1.　　　Students: Well-being and academic success

Objective 1.　　Increase student social-emotional learning and well-being.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of campus-wide character program, P2, by Counselor and announcements that highlight the weekly character trait. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Counselor(s), Principal	2024-2025	(F)Title I - $5,000	Criteria: P2 timeline of implementation
2. PBIS committee will host a "Good Choice Club" every 9-weeks. Students that model schoolwide behavior expectations: Be Safe, Be Respectful and Be Responsible will attend an incentive event. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Teacher(s)	2024-2025	(L)Local Funds - $3,000	Criteria: Participation count for each "Good Choice Club" and PBIS meeting notes.

EARLY CHILDHOOD CENTER

Goal 1.   Students: Well-being and academic success

Objective 2.   By May 2025 70% of Kinder students will have expected growth on mClass.By May 2025 50% of Pre K student will be "On Track" in Phonological Awareness on Wave 3 CIRCLES.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide teachers with HQ instructional curriculum and materials aligned to instructional planning and assessments. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.1,3,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2024-2025	(F)Title I - $1,750, (F)Title II - $1,100, (F)Title III Bilingual / ESL - $3,800, (L)Local Funds - $3,500, (S)SCE - $3,000	Criteria: Instructional materials list, assessments, PLC notes
2. Weekly PLC with Curriculum Supervisor focusing on implementation of curriculum and interventions. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Special Ed Teacher(s), Teacher(s)	2024-2025	(L)Local Funds - $2,749	Criteria: mClass and Circles data BOY-EOY Weekly PLC Agenda Assessment Calendar
3. Provide math tutoring for identified students based upon needs. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3,5.4)	Curriculum Supervisor(s)	2024-2025	(F)Title I - $15,000	Criteria: Tutoring logs Student achievement growth on quarterly assessments and yearly assessments.
4. Support curiosity and engagement in Science and Social Studies content through access to Region 2 Living Science and BrainPop Jr. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3,4,4.1,5,5.1)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teacher(s), Teacher(s)	2024-2025	(F)Title I - $5,000, (L)Local Funds - $1,000	Criteria: ES2 Living Science Invoices Brain Pop Usage

EARLY CHILDHOOD CENTER

Goal 1.   Students: Well-being and academic success

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure student success through quarterly data meetings focusing on specific needs of students, high quality small group instruction in all classrooms, and MTSS plans that are monitored and updated regularly. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.3,4,4.1,5.3,5.4)	Curriculum Supervisor(s), Principal, Teacher(s)	2024-2025	(F)Title I - $6,000, (F)Title II - $3,200, (L)Local Funds - $6,000	Criteria: mClass Amplify Intervention DMAC student portfolios and MTSS Data meeting spreadsheet

EARLY CHILDHOOD CENTER

Goal 1.   Students: Well-being and academic success

Objective 4.   Increase student engagement and attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage students in activities that are scheduled during the school day to promote learning and support a positive climate and environment. *Weekly STEAM lab *Motor Lab for ECSE, PK, and Kinder FA *30 minutes of daily unstructured play on the playground *Music and Computers on a weekly basis (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3.1,3.2)	Principal, Special Ed Teacher(s), Teacher(s)	2024-2025	(F)Title I - $5,000, (L)Local Funds - $5,000, (S)SCE - $3,800	Criteria: Master Schedule STEAM Lab inventory Motor Lab inventory
2. Engage all students in a field trip to the planetarium and an additional field trip for Kinder to an educational location determined by the teachers and aligned to TEKS. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.4)	Curriculum Supervisor(s), Principal, Special Ed Teacher(s), Teacher(s)	2024-2025	(L)Local Funds - $3,000	Criteria: Field trip participation/attendance Lesson Plans

EARLY CHILDHOOD CENTER

Goal 2.   Faculty & Staff: Well-Being, Professional Development, and Growth

Objective 1.   Increase faculty and staff engagement and satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure classroom sizes are equitable and below the designated cap. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,5)	Principal	2024-2025	(L)Local Funds	Criteria: Staff to student ratios, class rosters
2. By the end of the school year, TIA committee will approve Pre K teachers for TIA using CIRCLES and Kinder teachers data will be submitted without incidence. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: PRE K,K) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1)	Curriculum Supervisor(s), Principal	2024-2025	(F)Title II	Criteria: TIA handbook mClass data CIRCLES data

EARLY CHILDHOOD CENTER

Goal 2. Faculty & Staff: Well-Being, Professional Development, and Growth

Objective 2. Build capacity of all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources, training, and time inside the school day to collaborate with peers during weekly PLCs. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2024-2025	(F)Title I - $2,000	Criteria: PLC agendas and attendance
2. Implementation of TTESS with fidelity to include strategic and targeted walkthroughs with actionable feedback, GSPD meetings, embedded professional development, and professional development based upon campus need. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 4,5,5.1,5.2,5.3,5.4)	Curriculum Supervisor(s), Special Ed Teacher(s), Teacher(s)	2024-2025	(L)Local Funds - $500	Criteria: TTESS walk-throughs and observations TTESS appraiser spreadsheet DMAC components Professional Development calendar and sign-in sheets

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Goal 2.   Faculty & Staff: Well-Being, Professional Development, and Growth

Objective 3.   Create a positive culture and workplace environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Highlight staff members exhibiting the Hornet Points of Pride quarterly and quarterly activities that are incentive based for all staff to show support and gratitude. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal, Special Ed Teacher(s), Teacher(s)	2024-2025	(L)Local Funds - $4,500	Criteria: Quarterly showcase of staff list Quarterly incentive activity list

EARLY CHILDHOOD CENTER

Goal 3. Family and Community Satisfaction and Engagement

Objective 1. Increase Family Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilizing the Parent Engagement policy, systematically monitor and sustain family engagement activities; at least 1 activity per quarter that allows families to engage in activities on campus. (Title I SW Elements: 1.1,2.3,3.1,3.2) (Target Group: All) (ESF: 3,3.1,3.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)	2024-2025	(L)Local Funds - $2,500	Criteria: Parent engagement policy Sign-in sheets from activities
2. Increase communication with families using SeeSaw and conduct conferences with parents after each administration of mClass and CIRCLE; BOY, MOY and EOY. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3)	Teacher(s)	2024-2025	(F)Title I - $4,000	Criteria: Conference logs, SeeSaw messages
3. Follow the vetting and hiring process for filling positions and ensure staff are highly qualified in their area. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal(s), Principal	2024-2025	(L)Local Funds	Criteria: Staff roster and certifications
4. Increase engagement in our PTO and WatchDogs through membership and participation in monthly meetings. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	2024-2025	(F)Title I - $500, (L)Local Funds - $1,500	Criteria: PTO meeting agendas and participation sign-in WatchDog orientation and participation

EARLY CHILDHOOD CENTER

Goal 3.   Family and Community Satisfaction and Engagement

Objective 2.   Increase Community Engagement & Satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilizing multiple outlets to promote the activity, the campus will engage community members in various scheduled activities; one at least each semester. (Title I SW Elements: 2.1,2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal, Teacher(s)	2024-2025	(L)Local Funds - $2,000	Criteria: Activity sign-in sheets Flyers or advertisement for activity
2. Provide volunteer and donation opportunities for community services and businesses through partnerships. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,3)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Principal	2024-2025	(L)Local Funds	Criteria: Food bank student list and distribution dates Community partnership activities sign-in sheets and agendas Volunteer list

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Goal 3. Family and Community Satisfaction and Engagement

Objective 3. Increase Local Relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase partnerships with local agencies to provide opportunities for families. (Title I SW Elements: 2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Assistant Principal(s), Principal	2024-2025	(F)Title I - $1,500	Criteria: Local agency activities and sign in sheets

EARLY CHILDHOOD CENTER

Goal 4. Financial Stewardship

Objective 1. Transparent and effective budget development and management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus administration will develop budget allocations and expenditures with staff and SBDM on a quarterly basis that focus on the comprehensive needs assessment of the campus. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Principal	2024-2025	(L)Local Funds	Criteria: SBDM meeting agenda and minutes Chart of accounts

EARLY CHILDHOOD CENTER

Goal 4.   Financial Stewardship

Objective 2.   Campus facility management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a plan for all resource money by end of first semester and ensure fiscal responsibility by providing 3 quotes for Federal money and using Buy-Board when available. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (ESF: 1)	Assistant Principal(s), Principal	2024-2025	(L)Local Funds	Criteria: Quarterly budget breakdown and reviews

EARLY CHILDHOOD CENTER

Goal 4.   Financial Stewardship

Objective 3.   Effective, safe and efficient building operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration team will review requests to ensure financial stewardship to include providing multiple quotes and explanations on specific account or large purchases. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,4,4.1)	Assistant Principal(s), Counselor(s), Principal	2024-2025	(L)Local Funds	Criteria: Budget reports and quotes

Flour Bluff ISD Strategic Action Plan
2024-2028

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 - Padre Island - NAS/CCAD

GOAL 1: STUDENTS: WELL-BEING AND ACADEMIC SUCCESS			
Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long-Term Desired Outcomes:
1.1 Safety and Well-Being	1.1A - Monitor and systematically assess the implementation of security processes and policies. 1.1B - Monitor and systematically assess the implementation of the district's counseling program.	1.1.1A - Pass annual intruder detection audits. 1.1.1B - Evaluate attendance, discipline, and grades every six weeks.	1.1A - Develop an EOP with 0 deficiencies based on the Texas State Safety Center Review. 1.1A - Pass all intruder audits with no finding every year. 1.1B -1.1B - By 2028, attendance will increase from 94.1 to 96%. 1.1B -1.1B - By 2028, reduce the number of discretionary SDGC placements by 25% 1.1B -1.1B - By 2028, reduce the number of failures in all credit-bearing courses by 25% 1.1B - ECC-Elementary - 100% of students get monthly Character Education lessons from the counselors. 1.1A - By 2028, increase the Safety & Well-Being Student Survey Questions that students feel safe at school from from 50% to 80%.
1.2 Annually increase Academic Achievement in the four core academic areas: Reading & Language Arts, Mathematics, Science, & Social Studies	1.2A - Monitor alignment between written, taught, and assessed curriculum. 1.2B - Monitor and assess the district's Professional Development program. 1.2C - Enhance and sustain PLCs/Data Meeting protocols at the campus level.	1.2.1A-C - Individual Student Growth on State Testing (TIA) 1.2.1A-C - Annual Increase at Meets or On Grade Level on State Testing (STAAR/EOC/mClass) 1.2.1 A-C - Annual Meets or On Grade Level increase on local district benchmarks from BOY to MOY. (DMAC)	1.2 - By 2028, the district and all campuses will earn and maintain an "A" rating. By 2028, the % of 3rd grade students at meets grade level on STAAR RLA will increase from 48% to 60% and STAAR Math will increase from 42% to 52%. By 2028, the % of 4th grade students at meets grade level on STAAR RLA will increase from 53% to 63% and STAAR Math will increase from 41% to 53%. By 2028, the % of 5th grade students at meets grade level on STAAR RLA will increase from 60% to 71%, STAAR Math will increase from 46% to 60%, STAAR Science will increase from 40% to 60%. By 2028, the % of 6th grade students at meets grade level on STAAR RLA will increase from 66% to 75% and STAAR Math will increase from 45% to 55%. By 2028, the % of 7th grade students

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			at meets grade level on STAAR RLA will increase from 64% to 74% and STAAR Math will increase from 58% to 65%. By 2028, the % of 8th grade students at meets grade level on STAAR RLA will increase from 69% to 76%, STAAR Math will increase from 55% to 62%, Science will increase from 50% to 60%, and Social Studies will increase from 41% to 48%. By 2028, the % of EOC students at meets grade level on STAAR English I will increase from 77% to 85%, STAAR English II will increase from 79% to 83%, Algebra I will increase from 69% to 76%, Biology will increase from 81% to 87%, and US History will increase from 82% to 87%.
1.3 Annually increase CCMR results	1.3A - Increase and sustain TSI testing opportunities and passing rate. 1.3B - Increase and sustain enrollment in College Prep Courses. 1.3C - Increase and sustain enrollment in Dual Credit Courses.	1.3A - Bi-annual evaluation of the frequency of TSI testing. 1.3B - All eligible students who are not college-ready are placed in College Prep courses. 1.3C - Increase the percentage of students in Dual Credit who earn 3+ credit hours.	1.3 - By 2028, the district will increase the Four-Year Graduation Rate from 83% to 96%. 1.3B - By 2028, the district will increase the CCMR percentage from 53% to 88%. 1.3C - By 2028, the district will increase the percent of students who earn dual credit hours from 23% to 35%.
1.4 Increase student involvement in high-quality extra/co-curricular activities and clubs.	1.4A - Raise awareness of available extra/co-curricular activities/clubs. 1.4B - Survey student interest, evaluation of current programs, and participation in extracurricular activities/clubs. (Activity Rosters)	1.4 - Bi-annual evaluation via student enrollment in extra/co-curricular activities and clubs. Ticket Sales for extra/co-curricular activities.	1.4 - We will establish a baseline at the end of 2025 and set a goal for 2028.

GOAL 2: FACULTY & STAFF: WELL-BEING, PROFESSIONAL DEVELOPMENT, AND GROWTH

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long-Term Desired Outcomes:
2.1 Intentional Compensation	2.1A - Strategic Staffing based on course counts and essential needs. 2.1B - Strategic extracurricular staffing based on student needs and interests. 2.1C - Competitive compensation for all categories of employees.	2.1A - Annual salary analysis with the region. 2.1B - Annual stipend analysis with the region. 2.1C - Annual Comparative Market Analysis.	2.1A - Maintain top decile in regional employee compensation. 2.2B - Maintain top decile in regional employee stipends. 2.2C - By 2028, increase and sustain compensation for all employees.
2.2 Capacity Building of All Staff	2.2A - Annual evaluation of attendance at Professional Development. 2.2B - Systematically analyze and calibrate annual TTESS evaluations for TIA-Eligible Teachers. 2.2C - Systematically Monitor Teacher Coaching and Mentor Programs' effectiveness.	2.2A - Annual Schedule and Report for Professional Development Offerings and Attendance/Participation. (Eduphoria) 2.2B - Bi-Annual TTESS Calibrations (Google Forms) 2.2C - Monitor (and Adjust) Monthly Mentor Program & Curriculum Team Meetings.	2.2A - By 2028, increase and sustain 100% of all staff participating in relevant professional development annually. (Eduphoria) 2.2B - 90% of TTESS Appraisers will have participated annually in both TTESS calibrations. 2.2C - By 2028, staff certified in their content area will increase from 98% to 100%
2.3 Positive Culture & Workplace Environment	2.3A - Implement and systematically sustain Wellness Event Activities and Promotions. 2.3B - Implement and Systematically Sustain Staff Recognitions. 2.3C - Implement and Systematically Sustain Staff Feedback Protocols 2.3D - Sustain and Enhance School Emergency Operations & Procedures	2.3A - Annual Wellness Event Tracking. (District Activity List) 2.3B - Monthly Hornet Hero Luncheons and Annual Staff Appreciation Events. 2.3C&D - Listen, Learn, and Adjust from Staff Feedback	2.3A - By 2028, staff receiving their wellness exam will increase from 5 to 50%.. 2.3B - By 2028, Annual Retention Rates for teachers will increase from 83% to 90%. Annual Retention Rates for non-teaching staff will increase from 74% to 81%. 2.3C&D - Feedback Data Survey and Continuous Improvement Reports

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GOAL 3: COMMUNITY SATISFACTION AND ENGAGEMENT

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes:
3.1 Increase Family Engagement & Satisfaction	3.1A - Systematically monitor and sustain family engagement activities. 3.1B - Monthly Family Engagement Opportunities. 3.1C - Continuous improvement for Volunteer opportunities.	3.1A - Calendar monitoring of campus engagement events. (District & Campus Events Calendar) 3.1B - Family Participation Monitoring (Sign-In Sheets) 3.1C - Volunteer Participation Monitoring (HR Volunteer List)	By 2028, 100% of events on the district and campus events calendars occurred. Parent Survey Questions Volunteer Total Year to Year
3.2 Increase Community Engagement & Satisfaction	3.2A - Increase and sustain opportunities to host community events. 3.2B - Sustain volunteer opportunities aligning with community needs. 3.2C - Increase and sustain district-wide participation with the Corpus Christi Food Bank and local food ministry partners.	3.2A - Monitor the District Calendar of scheduled events. (MOY Facility Request Software) 3.2B - Monitoring frequency of campus and district community service projects. (MOY) 3.2C - Evaluate the number of participants supporting the food bank. (MOY)	3.2A - EOY Facility Request Software Report 3.2B - EOY Community Service Projects Report 3.2C - Evaluate the number of participants supporting the food bank. (EOY)
3.3 Increase Local, State, Federal, & Governmental Relationships	3.3A - Increase Communication with Local, State, Federal, and Government Agencies 3.3B - Increase Participation with Local, State, Federal, and Government Agencies	3.3A - Governmental Agency Monitoring Calendar (Monthly) The Events Calendar has been added to the district and campus web pages. We will update this calendar monthly with upcoming events and key dates. 3.3B - Monitor and Increase the MOU/LOA agreements.	3.3A - Governmental Agency Monitoring Calendar (Annual) 3.3B - EOY MOU/LOA agreements

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GOAL 4: FINANCIAL STEWARDSHIP

Performance Objectives:	Key Strategic Actions: (Inputs)	Progress Measures: (Outputs)	Long Term Desired Outcomes:
4.1 Transparent and Effective Budget Development and Management System	4.1A - Sustain Proactive Budget Workshops 4.1B - Implement and Sustain Budget Parameter Memo	4.1A&B - Monthly budget parameter updates (April through August) 4.1A&B - Monthly financial reports	4.1A&B - Maintain an A in the FIRST rating. 4.1A&B - Maintain Unqualified Audit Opinion
4.2 Facility Management	4.2A - Create and Sustain Long-Range Facility Plan - New Facilities 4.2B - Create and Sustain Long-Range Facility Plan - Current Facilities 4.2C - Securing Buildings/Facilities	4.2 - District/Campus Facility Assessments 4.2 - Demographic Report 4.2 - Financial Advisor Report	Long-Range Facility Master Plan Completed, Systematically Updated, and Regularly Monitored and Reviewed
4.3 Effective & Efficient Operations	4.3A - Expenditure Projection Plan 4.3B - Maximizing Existing Funding/Grant Opportunities 4.3C - Energy Management 4.3D - Effectively utilize the Work Order System (FMX)	4.3A - Alignment of Expenditures and Revenues 4.3B - Increase funding and grant opportunities 4.3C - Establish energy management program through Long Range Planning Committee. 4.3D - Quicker turnaround time (baseline data needed)	4.3A - Alignment of Expenditures and Revenues 4.3B - Increase funding and grant opportunities 4.3C - Reduce energy and decrease energy costs. Once a baseline is established we will determine a goal for 2028. 4.3D - Quicker turnaround time (baseline data needed)

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