

EARLY CHILDHOOD CENTER

Campus Improvement Plan

2025/2026

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

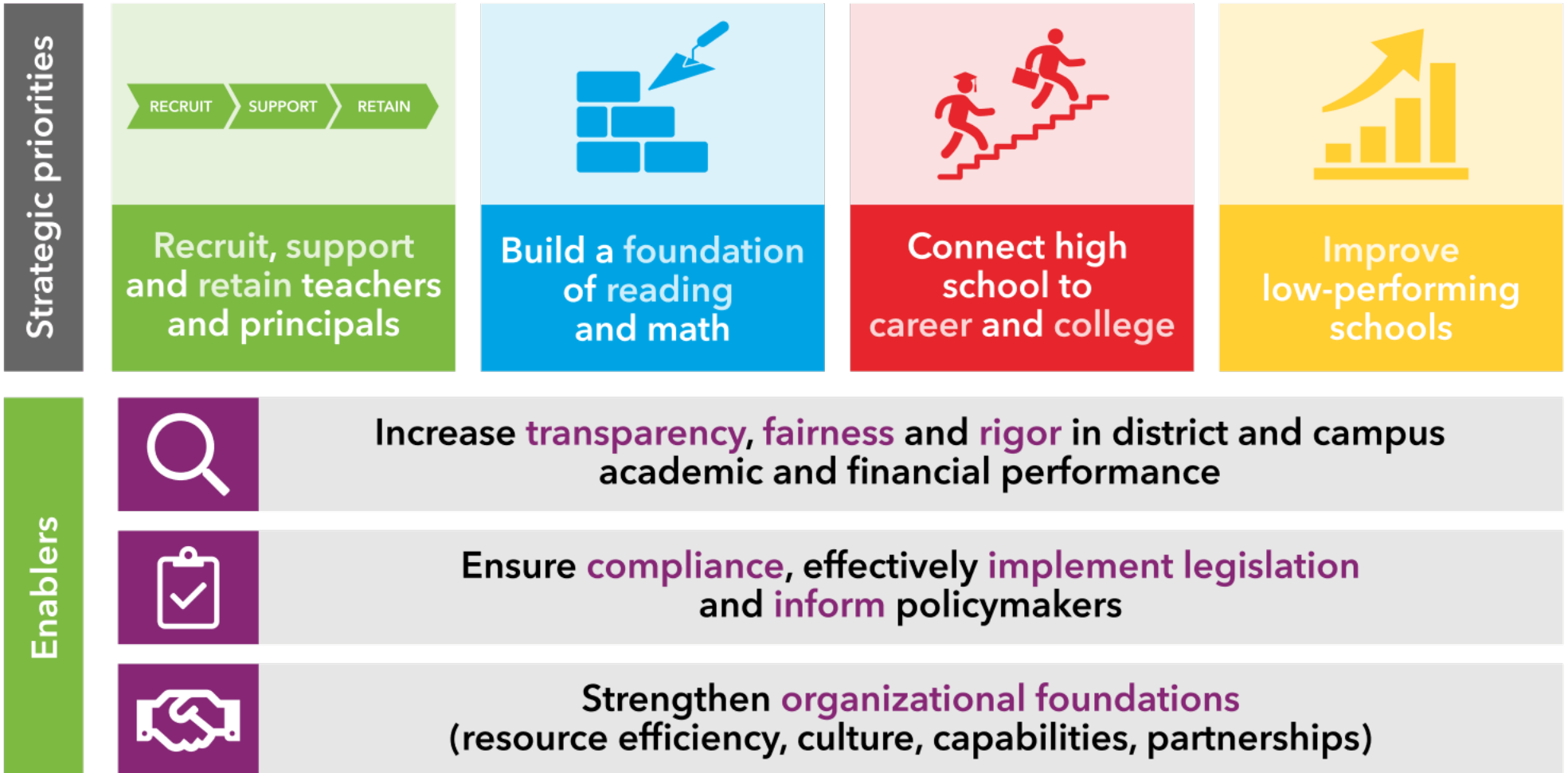
Nondiscrimination Notice

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.

EARLY CHILDHOOD CENTER Site Base

Name	Position
Crowley, Molli	Principal
Cristan, Veronica	Assistant Principal
Jackson, Stephanie	Non-Teaching Professional
Shandy, Melonie	District Member
Almaguer, Rebecca	Teacher
Azua, Yessica	Teacher
Carreon, Clarissa	Teacher
Clenney, Sailor	Teacher
Eckhart, Jessica	Teacher
Gatton, Madisyn	Teacher
Wiseley, Chesney	Teacher
Mena, Jessie	Paraprofessional
Busby, Mendy	Parent
Hunter, Kasey	Parent
Santaferreira, Amy	Community Member
Stapper, Erin	Community Member
Hudson, Ncole	Business Member
Miller, Nolan	Business Member

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



**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 (ECC) serves students in Early Childhood Special Education, Prekindergarten, and Kindergarten. A significant portion of our student population is military-connected, and these students are supported not only by campus staff, but also by a dedicated Military Liaison. Our kindergarten program is open to both students residing within the district boundaries and transfer students from surrounding districts. The full-day pre-k program is available to students living within our district boundaries who meet TEA eligibility criteria. In alignment with the new commissioner's rule, educator's children qualify for pre-k in their district of employment. We have extended this eligibility to all staff, not just teachers. ECC provides a half-day and full-day Early Childhood Special Education (ECSE) program for students who qualify based on their Individualized Education Program (IEP). Students are considered for the full-day program if they meet the prekindergarten age requirement and the ARD committee determines it to be the appropriate setting. To support the needs of our diverse student body, ECC offers a range of resources, including a Campus Counselor, a District Social Worker, and a Military Liaison.

Demographics Weaknesses

Flour Bluff Early Childhood Center has limited enrollment in the prekindergarten program, as students must meet eligibility requirements outlined by the Texas Education Agency (TEA). At this time, we do not offer a program for students who do not meet TEA's qualifying criteria. Additionally, ECC continues to work toward improving our overall student attendance rate, which remains below the district's target of 96%.

Demographics Needs

Comprehensive Needs Assessment

Demographics Needs (Continued)

Flour Bluff Early Childhood Center continues to make daily attendance a priority and is actively working to improve the overall attendance rate. To support this goal, the attendance and behavior of transfer students are reviewed on a quarterly basis. Students may be placed on probation or subject to unenrollment due to excessive absences and/or ongoing behavioral concerns.

Demographics Summary

Flour Bluff Early Childhood Center (ECC) serves a diverse student population, consisting of approximately 55% Hispanic, 35% White, 5% Two or More Races, 2% African American, 1.5% Asian, 0.2% American Indian, and 0.2% Pacific Islander.

The campus includes 27 classrooms, which are structured as follows:

Two Early Childhood Special Education (ECSE) classrooms offering both half-day and full-day services, eight prekindergarten classrooms, and eighteen kindergarten classrooms, including two Functional Academics classrooms. ECC also provides enrichment through our Music teacher, Physical Education/Health teacher, and School Librarian. To meet the requirements of the high-quality prekindergarten program, seven of the eight pre-k classrooms are supported by a paraprofessional, maintaining a 1:9 adult-to-student ratio. In kindergarten, the average class has a teacher to student ratio of 1:20.

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.

2024-2025 pre-k CIRCLE BOY to EOY

41%-79% Rapid Letter Naming (38% gain)

52%-70% Vocabulary (18% gain)

47%-78% Phonological Awareness (31% gain)

75%-86% Overall Math (11% gain)

Kindergarten mClass

Overall Composite Score has increased over the past 4 years of its implementation.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

2021-2022- 41%

2022-2023- 54% (increase in 13% from previous year)

2023-2024- 62% (increase in 8% from previous year)

2024-2025- 74% (increase in 12% from previous year and increase 33% from implementation)

2024-2025 kindergarten mClass BOY to EOY

10% higher than the state AND 7% higher than the national average!

33% -74% At or Above Benchmark (41% gain)

Decoding- 9% to 72% At or Above Benchmark (+63)

Word Reading-9%-62% At or Above Benchmark(+53)

Letter Names 50%-83% (+33%)

2023-2024 EOY kindergarten mClass compared to 2024-2025 EOY

12% increase for students At or Above Benchmark (Overall Composite Growth 62%-74%)

74% district, 64% state, 67% nation

2024-2025 BOY to EOY kindergarten EnVision math benchmark

75%-86% Overall Math (11% gain)

Student Achievement Weaknesses

Areas of need according to the data:

Pre-k CIRCLE reading

Early Writing Skills

Rapid Vocabulary

Kindergarten mClass

Phonemic Awareness

Word Reading

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Pre-k CIRCLE math

Rote Counting & Operations

Kindergarten Envision math

Identifying two and three-dimensional shapes

Identifying coins

Student Achievement Needs

Pre-k reading- CIRCLE

Increase writing opportunities through journals, station activities, and small group instruction.

Mathematics- pre-k

Spiral review during circle time.

Progress monitoring schedule implemented with fidelity.

Kindergarten reading- mClass

Targeted Small Group instruction-2, 3, and 4 phoneme practice and fluency.

mClass intervention- spelling, letter name focus, and continue phonemic awareness and word reading. Kindergarten math spiral reviews during calendar time. Teachers follow the progress monitoring schedule and implement it with fidelity.

Student Achievement Summary

The pre-k CIRCLE Assessment will be administered three times annually—at the beginning of year (BOY), middle of year (MOY), and end of year (EOY)—whereas it was previously conducted only at BOY and EOY. Following each administration, individualized progress monitoring implemented, based on student performance by measure.

All pre-k classrooms maintain a 1:9 teacher-to-student ratio, aligning with high-quality prekindergarten program standards. To further support instructional growth, there was an increase instructional planning and support for teachers, with a focus on individual classroom progress.

Teachers receive refresher training and calibration annually on the administration of both mCLASS and CIRCLE assessments to ensure consistency and accuracy.

Kindergarten students will benefit from targeted supports, including a dedicated math tutor and continued implementation of WIN (What I Need) for small

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

-group intervention and instruction. These interventions will be monitored for fidelity throughout the year. Implementation of Wilson Foundations Reading Program this year. (replacing RGR)

The Heggerty phonemic awareness curriculum will continue to be implemented, with ongoing professional learning opportunities and support embedded in Professional Learning Communities (PLCs). Quarterly meetings with teachers will remain in place to review data, implement targeted interventions, and evaluate the effectiveness of the new program Foundations.

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
Teacher/Student Ratio

School Culture and Climate Strengths

Staff at Flour Bluff Early Childhood Center are equipped with the tools, resources, and support they need to be successful in their roles and to understand the purpose and impact of their work. Feedback from all stakeholders consistently reflects the positive and welcoming atmosphere felt throughout the campus.

Collaboration is a cornerstone of the ECC culture. Teachers support one another and engage in weekly Professional Learning Communities (PLCs) to plan, reflect, and grow together. In times of staff absences or vacancies, teams step in to assist each other proactively, without the need for direction. This level of accountability and collegial support demonstrates a strong, supportive culture.

The sense of community is further reinforced through regular potlucks, appreciation events, and collegial activities. These efforts contribute to a positive, collaborative, and respectful environment where staff feel valued and connected.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

While the overall culture at Flour Bluff Early Childhood Center remains positive, collaborative, and supportive, staff have expressed a desire for more intentional recognition of their hard work and dedication. The demands of working in early childhood education are especially evident during key transitional periods, such as the start of the school year, following extended breaks, and end-of-year activities, when students often require frequent reminders of expectations and increased behavioral support.

To address this, the campus is focusing on more consistent and meaningful recognition of staff efforts, particularly during these high-demand times. This ongoing focus aims to ensure that all educators feel valued, supported, and appreciated for the critical and impactful work they do every day.

School Culture and Climate Needs

Flour Bluff Early Childhood Center is committed to fostering a strong school community by maintaining a committee that meets regularly to plan incentive and appreciation activities for both students and staff. These efforts help reinforce a positive school culture and celebrate growth, effort, and achievement. The campus will continue to grow and strengthen its Parent-Teacher Organization (PTO) by engaging families through student performances during meetings, encouraging greater attendance and participation. Additionally, ECC aims to increase involvement in the WatchDog (Dads of Great Students) Program, inviting more male role models to take an active role in supporting our students and enhancing campus safety and connection.

School Culture and Climate Summary

Flour Bluff Early Childhood Center is proud to have a staff that is dedicated, respectful, and committed to fostering a positive and supportive environment for colleagues, students, and families. The positive climate at ECC is immediately noticeable upon entering the building, reflecting the campus-wide commitment to being a welcoming and engaging place to work and learn.

ECC recognizes the critical role of strong school-family partnerships in supporting student learning and long-term success. As a result, the campus develops and implements a Family Engagement Plan designed to promote high levels of family involvement. This plan includes meaningful opportunities and positive interactions that help build trust, strengthen relationships, and promote a positive family perspective toward education. By keeping the focus child-centered, ECC ensures that all efforts support the growth and development of every student.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

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

Flour Bluff Early Childhood Center (ECC) continues to uphold high standards in the recruitment and selection of staff through a rigorous and selective interview process. Interview committees are intentionally composed of diverse team members to ensure a broad range of perspectives and insights are considered during candidate evaluations.

Currently, 100% of ECC Paraprofessionals are highly-qualified, and they participate in ongoing professional training to maintain and enhance their effectiveness in the classroom.

ECC teachers actively engage in Professional Learning Communities (PLCs) focused on strengthening instructional practices. These collaborative sessions support data disaggregation, small group planning, and the use of evidence-based strategies to improve student outcomes and promote continuous professional growth.

Staff Quality, Recruitment and Retention Weaknesses

While Flour Bluff Early Childhood Center remains committed to hiring high-quality educators, the candidate pool for Early Childhood teachers continues to be limited. This presents challenges in filling vacancies with highly qualified applicants who meet the unique needs of this developmental level.

In addition, recruiting suitable candidates for Special Education positions, both teachers and paraprofessionals remains a persistent challenge. The specialized skills and training required for these roles further narrow the applicant pool, making it difficult to fill positions in a timely manner with individuals who are well-matched for the demands of the setting.

Staff Quality, Recruitment and Retention Needs

Flour Bluff Early Childhood Center prioritizes vertical alignment through regular meetings between grade levels on campus and in collaboration with the Primary and Elementary campuses. These meetings support instructional continuity, ensure consistency in expectations, and help ease student transitions across grade levels.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

The campus also provides targeted professional development for both teachers and paraprofessionals, focusing on relevant, high-impact training that enhances instructional practices and supports student achievement.

Staff Quality, Recruitment and Retention Summary

Flour Bluff Early Childhood Center is proud to have a high-quality, stable staff with minimal turnover.

As part of the campus's commitment to maintaining a supportive and effective learning environment, Prekindergarten class sizes continue to maintain a 1:9 teacher-to-student ratio. This not only aligns with high-quality early childhood education standards but also serves as a meaningful incentive for teacher retention, allowing educators to provide more individualized attention and support to students.

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

At Flour Bluff Early Childhood Center (ECC), teachers receive ongoing support through weekly Professional Learning Communities (PLCs) facilitated by the

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

ECC Curriculum Supervisor. These collaborative sessions focus on reviewing lesson plans, scope and sequence, and student assessments to promote effective instruction.

Students are assessed using appropriate performance assessments across all four core subjects: English Language Arts and Reading (ELAR), Math, Science, and Social Studies. To support high-quality instruction, ECC ensures that teachers have access to a variety of research-based curriculum and instructional resources, including but not limited to Wilson Foundations, Heggerty, Envision Math, Social Studies Weekly, and McGraw Hill Science curriculum.

Additionally, monthly content team meetings are held where teachers of each core subject discuss curriculum implementation and collaborate to maintain horizontal alignment across classrooms on campus, ensuring consistency and coherence in instructional delivery.

Curriculum, Instruction and Assessment Weaknesses

Teachers at Flour Bluff Early Childhood Center have access to a wide range of resources to support their curriculum, providing flexibility and autonomy in their instructional approaches. However, maintaining consistent fidelity to TEKS implementation across the campus presents challenges, especially given the diversity of classroom, which includes eighteen kindergarten, eight pre-k, and two Early Childhood Special Education (ECSE) classrooms.

Curriculum, Instruction and Assessment Needs

Consistency in instructional delivery and the accurate input of student data into universal screeners is critical to maintaining the validity and reliability of student progress data across the campus. Ensuring all staff adhere to established protocols helps provide a clear and accurate picture of student needs and growth.

The master schedule was originally developed with teacher input and was a focus on maximizing instructional time and support effective delivery of all core and intervention programs, however, it was changed drastically by an outside source and has caused a decline in moral.

Curriculum, Instruction and Assessment Summary

Teachers at Flour Bluff Early Childhood Center maintain instructional autonomy within their classrooms, designing and facilitating activities tailored to their students' needs. This autonomy is balanced with ongoing support through weekly Professional Learning Communities (PLCs), collaborative planning, and data disaggregation to drive informed instructional decisions.

Teachers implement the campus-supported curriculum and collaboratively develop yearly assessments and assessment calendars that are strategically aligned to enhance student achievement. Additionally, all state-required assessments are administered consistently to ensure compliance and accurate measurement of student progress.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Family and Community Involvement

Family and Community Involvement Data Sources

Communications data
Community Demographics
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 I campus committed to fostering strong family and community partnerships. The school has established a comprehensive Parent Engagement Policy designed to promote meaningful involvement from families and community members. ECC's robust Family Engagement Plan is developed collaboratively by a committee representing various stakeholders, ensuring that diverse perspectives guide engagement efforts. The campus employs multiple communication channels to connect with parents and the community, including monthly newsletters, voice-call messages, SeeSaw updates, flyers, and Facebook. Campus events such as Harvest of Learning and Love of Reading provide ongoing opportunities to engage families and strengthen community connections.

Family and Community Involvement Weaknesses

Flour Bluff Early Childhood Center (ECC) offers numerous opportunities for families to engage in school events and activities, helping to build strong home-school connections. However, the campus currently has limited involvement with broader community members who do not have children enrolled at ECC. Community engagement outside of the immediate school family primarily comes through community sponsors who contribute donations and support through the ECC Parent-Teacher Organization (PTO). Expanding partnerships with local organizations, businesses, and volunteers remains an opportunity for growth to further enrich the educational experience and strengthen community ties.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

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

Flour Bluff Early Childhood Center is committed to expanding and strengthening connections that enhance the student experience. Moving forward, the campus will:

Continue to build partnerships with local businesses and early childhood organizations to support student learning and family engagement.

Increase engagement and participation in both the Parent-Teacher Organization (PTO) and the WatchDogs (Dads of Great Students) program to foster a stronger sense of school community and support.

Expand collaboration with Junior High and High School student clubs, organizations, and athletic programs to create meaningful opportunities that enrich ECC students' school experiences through mentoring, performances, and special events. These efforts aim to build a more connected and supportive school community for students, families, and staff.

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

Comprehensive Needs Assessment

Flour Bluff Early Childhood Center is a school-wide Title I campus that maintains a strong focus on student safety, academic success, and responsible budget management. The campus has a clearly defined Parent Engagement Policy to promote meaningful family and community involvement. Student safety is a top priority, and ECC maintains a secure campus environment, which is monitored and reviewed regularly for ongoing improvements. The Site-Based Decision Making (SBDM) Committee meets quarterly to review and discuss the Campus Improvement Plan (CIP) and address the comprehensive needs of the campus. As part of this process, the committee also reviews and analyzes the campus budget, including allocations for professional development, ensuring alignment with campus goals and student achievement priorities.

School Context and Organization Weaknesses

At Flour Bluff Early Childhood Center, student safety is a top priority. The campus has implemented a streamlined drop-off and dismissal process designed to ensure that all students are safely transferred through hand-to-hand supervision, whether arriving or departing by bus or with a parent or guardian. Due to the age and developmental needs of early childhood students, this process requires a high level of staff involvement and supervision. As student needs and behavioral challenges continue to increase each year, the need for additional staff has become a growing concern. Despite these rising demands, staffing allocations have remained unchanged, creating challenges in maintaining the level of supervision and support necessary to ensure a safe and responsive learning environment.

School Context and Organization Needs

Flour Bluff Early Childhood Center is in need of additional infrastructure improvements to support campus safety and traffic management. Specifically, the adjacent empty lot used informally by parents and guardians for drop-off and pick-up should be paved to create an expanded parking area. Cementing this space would not only formalize its use, but also help alleviate congestion on Purdue Street, improving overall traffic flow during high-traffic times. Additionally, the campus would benefit from increased security and police presence, particularly during arrival and dismissal. Many parents and students cross Waldron Road in areas without designated crosswalks, creating significant safety concerns. A regular presence from law enforcement or campus security would help manage traffic and ensure the safe movement of students and families.

School Context and Organization Summary

Flour Bluff Early Childhood Center is committed to providing a safe and nurturing learning environment for all students. However, the campus would benefit from strategic parking lot planning to improve traffic flow and enhance overall campus safety during arrival and dismissal times. ECC remains transparent in budgeting and spending, ensuring that resources are aligned with student and campus needs. The ECC Parent-Teacher Organization (PTO) continues to serve as a valuable partner in supporting school initiatives and promoting positive change through

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

collaboration with staff and families.

The campus also prioritizes community and family connectedness by welcoming community members to engage with students and families, whether through donations, classroom presentations, or participation in campus events.

Feedback from parent surveys indicates that families feel welcomed and connected to the campus. Parents report being proud to have their children enrolled at ECC and believe the school makes a satisfactory effort to keep them informed and involved in school 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 Early Childhood Center is well-equipped with technology to support student learning and instructional delivery. Every classroom is furnished with an interactive board, enhancing student engagement and allowing for dynamic, interactive lessons. All professional staff have been issued relatively new laptops, ensuring they have the tools necessary to effectively plan, instruct, and manage classroom activities.

Each classroom is equipped with at least five student devices, and the campus computer lab accommodates up to 23 students working on technology applications simultaneously. Students have regular access to technology within their classrooms, supporting the integration of digital tools into everyday instruction and promoting early digital literacy skills.

Technology Weaknesses

While Flour Bluff Early Childhood Center is equipped with a variety of technology tools to support student learning, we are not a one to one campus. The campus internet connectivity often lags, leading to interruptions in instruction and causing students to disengage quickly from technology-based activities. Additionally, the cost of maintaining and upgrading technology continues to place a strain on the campus budget, diverting funds from other critical

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

instructional and operational needs. Currently, the district's long-term technology plan does not clearly define whether future technology purchases and upgrades will be funded at the campus or district level, making it challenging to plan effectively and prioritize resources.

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. We are not a one to one device campus.

Technology Summary

At Flour Bluff Early Childhood Center, technology is recognized as a vital component of modern instruction. As technology continues to evolve, students have access to digital tools throughout the school day, both in the classroom and in a dedicated computer lab facilitated by a trained paraprofessional; however, we are not a one to one campus. The lab supports instruction through the Learning.com curriculum, helping students build foundational digital literacy skills.

In the classroom, teachers incorporate technology into instructional stations, with each room equipped with at least five student devices, however, we would greatly benefit if we were a one-to-one device campus.

Despite these efforts, ECC continues to face funding challenges related to upgrading and replacing outdated technology. Additional financial resources are needed to ensure all students and staff have access to reliable, up-to-date devices and infrastructure that support 21st-century learning.

Comprehensive Needs Assessment Data Sources

Attendance data
Budgets/entitlements and expenditures data
Campus leadership data
CIRCLE and mCLASS
Communications data
Community surveys and/or other feedback
Current and/or prior year(s) campus/district plans
Discipline Referrals
District Goals
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
Special Student Populations
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 Academic Performance Report (TAPR) data
Texas approved PK and K assessment data

Resources

Resource	Source
Title I	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local

EARLY CHILDHOOD CENTER

Goal 1. Students: Well-being and academic success

Objective 1. (Students: Well-Being and Academic Success- Safety and Well-Being) Safety and Well-Being

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and systematically assess the implementation of security process and policies. *Conduct weekly door checks. *Schedule drills and elicit feedback for improvement systematically. *Implement WatchDog program. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal	2025-2026	(L)Local Funds	Criteria: Weekly door audit binder Drill Schedule WatchDog program
2. Monitor and systematically assess the implementation of the district's counseling program. *PBIS committee will host a "Good Choice Club" every 9-weeks. Students that model school-wide behavior expectations: Be Safe, Be Respectful and Be Responsible will attend. (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)	2025-2026	(L)Local Funds - \$2,000	Criteria: Participation count for each "Good Choice Club" and PBIS meeting notes.

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Goal 1. Students: Well-being and academic success

Objective 2. (Students: Well Being and Academic Success- Core Academics) Annually increase Academic Achievement in the four core academic areas: ELAR, Mathematics, Science, and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor alignment between written, taught, and assessed curriculum. *Provide teachers with HQ instructional curriculum and materials aligned to instructional planning and assessments. *Support curiosity and engagement in Science and Social Studies content through access to Region 20 Living Science and BrainPop Jr. *Provide a Title 1 Math Tutor (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	2025-2026	(F)Title I - \$16,500	Criteria: Instructional materials list, assessments, PLC notes
2. Monitor and assess the campus' Professional Development program *TTESS GSPD meetings *Provide training at the campus and ESC2. (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)	2025-2026	(L)Local Funds - \$2,000	Criteria: mClass and CIRCLE data BOY-EOY PLC agendas Assessment Calendar
3. Enhance and sustain PLC meeting protocols. *Weekly PLC-Professional Development with Curriculum Supervisor focusing on implementation of curriculum and interventions (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.2,2.2,1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Curriculum Supervisor(s), Principal, Teacher(s)	2025-2026	(L)Local Funds - \$1,000	Criteria: By May 2026 70% of kinder student's overall composite will be "At or Above Benchmark". By May 2026 60% of pre-k students will be "On Track" in Phonological Awareness on Wave 3 CIRCLES.

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Goal 1. Students: Well-being and academic success

Objective 3. (Students: Well-Being and Academic Success- CCMR) 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)	2025-2026	(F)Title I - \$2,000, (L)Local Funds - \$2,000	Criteria: DMAC student portfolios and MTSS Data meeting spreadsheet
2. Promote College and Career awareness. *Wednesday college or career shirt day (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Counselor(s)	2025-2026	(L)Local Funds - \$500	Criteria: Student and staff participation as evidenced by the pictures taken for social media accounts.
3. Increase enrollment *Showcase on our social media pages *Network at community events. *Enrollment event in the Spring (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2,3.1)	Assistant Principal(s), Counselor(s), Curriculum Supervisor(s), Librarian(s), Principal, Teacher(s)	2025-2026	(L)Local Funds - \$1,000	Criteria: ECC student enrollment numbers

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Goal 1. Students: Well-being and academic success

Objective 4. (Students: Well-Being and Academic Success- Involvement) Increase student involvement in high-quality extra/co-curricular activities and clubs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Raise awareness of available opportunities at our campus. *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 (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)	2025-2026	(L)Local Funds - \$2,000	Criteria: Master Schedule STEAM Lab inventory Motor Lab inventory
2. Survey student interest in activities and field trips. *Students vote on the field trip they would like to attend- Engage all students in a field trip to the Pumpkin Patch and an additional field trip for Kinder to an educational location determined by student vote. (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)	2025-2026	(L)Local Funds - \$1,000	Criteria: Field trip participation/attendance Lesson Plans

EARLY CHILDHOOD CENTER

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

Objective 1. (Faculty and Staff: Well-Being, Professional Development, and Growth- Compensation) Intentional Compensation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategic Staffing based upon enrollment and needs. *PK 1:9 and Kinder 1:20 (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	2025-2026	(L)Local Funds	Criteria: Staff to student ratios, class rosters
2. Strategic staffing based upon student needs *ESL Stipends provided from the district for teachers servicing at least 5 ESL students. *Lead Sped Teacher stipend provided by the district. (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	2025-2026	(F)Title II	Criteria: TIA handbook mClass data CIRCLE data
3. Competitive Compensation for all categories of employees. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal	2025-2026	(L)Local Funds	Criteria: Increased compensation for teachers from the district and teacher retention.

EARLY CHILDHOOD CENTER

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

Objective 2. (Faculty and Staff: Well-Being, Professional Development, and Growth- Capacity) Capacity Building of All Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase attendance at Professional Development. *Provide resources, training, and time inside the school day to collaborate with peers during weekly PLCs. *Provide and offer innovative and useful PD outside of the school hours. (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	2025-2026	(F)Title I - \$1,000	Criteria: PLC agendas and attendance PD plans
2. Systematically analyze and calibrate annual TTESS evaluations and TIA teachers. *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)	2025-2026	(F)Title I - \$2,000	Criteria: TTESS walk-throughs and observations TTESS appraiser spreadsheet DMAC components Professional Development calendar and sign-in sheets
3. Systematically monitor teacher coaching and mentor program effectiveness. *Weekly PLCs and admin meetings to discuss the teacher coaching needs. *Support the mentor program within the campus and at the district level. *Cooperative Teachers in classrooms to grow future educators. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,3,3.1)	Assistant Principal(s), Curriculum Supervisor(s), Principal	2025-2026	(L)Local Funds	Criteria: Weekly PLC meetings Cooperative Teachers 100% of staff certified

EARLY CHILDHOOD CENTER

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

Objective 3. (Faculty and Staff: Well-Being, Professional Development, and Growth- Environment) Create a positive culture and workplace environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and systematically sustain staff recognitions. *Highlight staff members 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)	2025-2026	(L)Local Funds - \$2,000	Criteria: Quarterly showcase of staff list Quarterly incentive activity list
2. Provide access and promote the district wellness events. *Send calendar invites for district wellness events. *Strategically plan opportunities for staff to attend activities they request. *Promote the district wellness program and how to access the website. (Title I SW Elements: 1.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Counselor(s), Principal	2025-2026	(L)Local Funds	Criteria: Teacher utilizations of the wellness program and/or interest in the events.
3. Implement and systematically sustain staff feedback protocols. (Title I SW Elements: 1.1,2.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3)	Assistant Principal(s), Principal	2025-2026	(L)Local Funds	Criteria: Feedback from emails and/or forms eliciting staff feedback.

EARLY CHILDHOOD CENTER

Goal 3. Family and Community Satisfaction and Engagement

Objective 1. (Community Satisfaction and Engagement- Family) 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)	2025-2026	(L)Local Funds - \$3,000	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)	2025-2026	(F)Title I - \$3,000	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), Curriculum Supervisor(s), Principal	2025-2026	(L)Local Funds	Criteria: Staff roster and certifications
4. Increase engagement in our PTO and WatchDogs through membership and participation in the quarterly meetings. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	2025-2026	(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. (Community Satisfaction and Engagement- Community) 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)	2025-2026	(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	2025-2026	(L)Local Funds	Criteria: Campus food bank distribution dates Community partnership activities sign-in sheets and agendas Volunteer list

EARLY CHILDHOOD CENTER

Goal 3. Family and Community Satisfaction and Engagement

Objective 3. (Community Satisfaction and Engagement- Local Relationships) 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	2025-2026	(S)Local Funds	Criteria: Local agency activities and sign in sheets

EARLY CHILDHOOD CENTER

Goal 4. Financial Stewardship

Objective 1. (Financial Stewardship- Budget) 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	2025-2026	(L)Local Funds	Criteria: SBDM meeting agenda and minutes Chart of accounts

EARLY CHILDHOOD CENTER

Goal 4. Financial Stewardship

Objective 2. (Financial Stewardship- Facility) 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	2025-2026	(L)Local Funds	Criteria: Quarterly budget breakdown and reviews

EARLY CHILDHOOD CENTER

Goal 4. Financial Stewardship

Objective 3. (Financial Stewardship- Operations) Effective, safe and efficient building operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration team will review requestions 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	2025-2026	(L)Local Funds	Criteria: Budget reports and quotes



Flour Bluff Early Childhood Center Family Engagement Plan 2025-2026

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.

The purpose of the ECC family engagement plan is to achieve and maintain high levels of family involvement by providing beneficial opportunities and positive interactions that in turn create a positive family perspective and partnership in education.

- Facilitating family-to-family support to create a foundation for collaboration of mutual partners and promote a culture of learning that is student-centered, age-appropriate and family-drive. Strategies include activities such as Open House, PTO Meetings, Parent Conferences, and quarterly family engagement activities.
- Establish a network of community resources using multiple strategies that ensure opportunities for continued partnerships in events that support the campus to include activities such as Homecoming Parades, Community ECC Trunk or Treat, Teacher Appreciation, and designated appreciation weeks/months to include April's Month of the Military Child.
- Increase family participation in decision-making that supports the families in advocating for themselves and their children. Provide opportunities for family input through surveys and attending our SBDM meetings. Increase family participation by supporting our Parent Liaison in family activities that directly impact our campus to include participation in Site-based decision-making committees. Increase family participation by utilizing a communication platform that can be translated in our families' native languages.
- Equipping families with tools to enhance and extend learning by offering family nights that are focused on the content their students are learning to include: Fall Family Harvest of Learning, Science Fair, and Math and Science Night. Providing parents opportunities to enhance their learning through parent teacher conferences scheduled quarterly.
- Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks by providing weekly professional collaboration with teaching teams with a campus curriculum supervisor. Meeting quarterly with staff on strategies to reach out to parents to work with them as equal partners.
- Evaluating family engagement efforts and using evaluations for continuous improvement using the program review and parent and community feedback and surveys. Utilizing PTO as an avenue to solicit feedback for continuous improvement. End of year program evaluation to evaluate the calendar of events and opportunities provided to families. Providing support and engagement to our Military families and Military connected students that have permission utilizing our Military Liaison.
- For more information about our ECC Family Engagement or learn ways you can participate, please contact the Principal, Dr. Crowley, 361-694-9036