EARLY CHILDHOOD CENTER

Campus Improvement Plan
2026/2027

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
Barnes, Molli	Principal
Breazeale, Joanna	Assistant Principal
Cavazos, Ashley	Non-Teaching Professional
Shandy, Melonie	District Member
Almaguer, Rebecca	Teacher
Azua, Yessica	Teacher
Carreon, Clarissa	Teacher
Alvarado, Joria	Teacher
Snoddy, Harlee	Teacher
Gatton, Madisyn	Teacher
Wiseley, Chesney	Teacher
Scott, Regina	Paraprofessional
Judd, Nichole	Parent
Hunter, Kasey	Parent
Santaferrara, Amy	Community Member
Leathers, Susan	Community Member
Hudson, Nicole	Business Member
Miller, Nolan	Business Member

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

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

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

Ensure compliance, effectively implement legislation and inform policymakers

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

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

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 (ECSE), Prekindergarten, and Kindergarten. Our diverse student population includes a significant number of military-connected families. These students and their families are supported by campus staff as well as a dedicated Military Liaison who helps provide additional resources and support throughout the school year.
The ECC kindergarten program serves students who reside within Flour Bluff ISD as well as eligible transfer students from surrounding districts. Our full-day Prekindergarten program is available to students residing within the district who meet TEA eligibility requirements. In accordance with the Commissioner's rules, children of employees are eligible for Prekindergarten in the district where their parent or guardian is employed. Flour Bluff ISD has extended this opportunity to children of all district employees, providing additional access to high-quality early childhood education.
ECC provides both half-day and full-day ECSE services for students who qualify for special education services based on their Individualized Education Program (IEP). Placement and programming decisions are determined by the student's ARD committee based on individual needs. Students who meet the Prekindergarten age requirement may be considered for the full-day ECSE program when determined appropriate by the ARD committee.
To meet the academic, social-emotional, and individual needs of our students and families, ECC provides a variety of campus and district resources. These include a Campus Counselor, District Social Worker, Military Liaison, special education support, and other services designed to promote student success and support families.

Demographics Weaknesses

Flour Bluff Early Childhood Center has limited enrollment in the Prekindergarten program, as students must meet eligibility requirements established by the Texas Education Agency (TEA). Currently, ECC does not offer a program option for students who do not meet TEA eligibility requirements.
ECC continues to work toward improving overall student attendance, which remains below the district target of 96%. Improving attendance continues to be a campus priority to ensure students have consistent access to instruction and learning opportunities.
Due to budget considerations and future campus realignment, ECC shares a School Librarian with the Primary campus. As a result, the librarian is on the

Demographics Weaknesses (Continued)

ECC campus every other week. The campus continues to utilize available resources to provide students with access to library services and literacy opportunities.

Demographics Needs

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

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 students.
ECC has 23 classrooms, including two Early Childhood Special Education (ECSE) classrooms that provide both half-day and full-day services, six Prekindergarten classrooms, and fifteen Kindergarten classrooms, including two Functional Academics classrooms.
ECC provides enrichment opportunities through Music, Physical Education/Health, and library services. The School Librarian is shared with the Primary campus. To support the requirements of the High-Quality Prekindergarten program, seven of the eight Prekindergarten classrooms are staffed with a paraprofessional, maintaining a 1:10 adult-to-student ratio. Kindergarten classrooms have an average teacher-to-student ratio of 1:20.

Student Achievement

Student Achievement Data Sources

Attendance data
CIRCLE and mCLASS

Comprehensive Needs Assessment

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.

Percent of pre-k students On Track CIRCLE EOY 2024-2025 compared to EOY 2025-2026
79% - 77% Rapid Letter Naming
70% - 72% Vocabulary
78% - 70% Phonological Awareness
86% - 93% Overall Math

Kindergarten mClass
Overall Composite Score has increased over the past 4 years of it's implementation.
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)
2025-2026- 77% (increase in 3% from previous year and increase 36% from implementation)

2025-2026 Kindergarten mClass EOY
Letter Names- 82% of students At or Above Benchmark
Letter Sounds- 73% of students At or Above Benchmark
Decoding- 73% of students At or Above Benchmark

2025-2026 EOY Kindergarten EnVision math benchmark
89% of students met the passing standard of 70%
Counting Sets of objects up to 20- 87% mastery
Modeling the action of joining or seperating- 90% mastery
Identifying 2-D and 3-D shapes- 98% mastery
Reciting numbers up to 100- 93% mastery

Student Achievement Weaknesses

Areas of need according to the data:

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Pre-k CIRCLE reading
Phonological Awareness (decreased 8% from previous year; only domain that decreased)

Kindergarten mClass
Phonemic Awareness
Word Reading

Pre-k CIRCLE math
Rote Counting, Counting Sets & Operations

Kindergarten Envision math
Identifying two and three-dimensional shapes in the real-world
identifying attributes of two and three-dimensional shapes
identifying coins by name

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

Student Achievement Summary (Continued)

The Pre-K CIRCLE Assessment will now be administered at three points throughout the school year—Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)—to provide more frequent opportunities to monitor student growth. Following each assessment window, teachers will use individual student performance by measure to identify needs and adjust instruction and progress-monitoring supports accordingly.
Pre-K classrooms maintain a 1:10 teacher-to-student ratio, supporting the delivery of high-quality prekindergarten instruction. Additional instructional planning and support will be provided to teachers throughout the year, with an emphasis on reviewing classroom-level progress, identifying instructional needs, and strengthening targeted instruction.
To promote reliable and consistent assessment practices, teachers will participate in annual refresher training and calibration for the administration of both mCLASS and CIRCLE assessments.
Kindergarten students will receive targeted academic support through the use of a dedicated math tutor and continued implementation of WIN (What I Need) for small-group intervention and differentiated instruction. Implementation of these supports will be monitored throughout the year to ensure fidelity and effectiveness
The Heggerty Phonemic Awareness curriculum will continue to be used to strengthen students' phonological and phonemic awareness skills. Ongoing professional learning, collaboration, and instructional support will be incorporated into PLCs. Quarterly teacher meetings will provide opportunities to review student data, identify students requiring additional support, develop targeted interventions, and monitor the effectiveness of instructional programs, including the implementation of Fundations.

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

Flour Bluff Early Childhood Center is committed to ensuring staff have the resources, guidance, and support necessary to be successful in their roles and to recognize the

School Culture and Climate Strengths (Continued)

importance of their contributions to student success. Feedback from staff and other stakeholders continues to highlight the positive, welcoming, and supportive environment across the campus.
A strong culture of collaboration is evident throughout ECC. Teachers work together to share ideas, problem-solve, and strengthen instruction through weekly Professional Learning Communities (PLCs). Staff members also demonstrate a high level of teamwork during times of absences or staffing changes, frequently stepping in to support one another without being asked. This shared responsibility and willingness to assist others reflects the strong sense of collegiality and accountability present on the campus.
ECC also prioritizes opportunities for staff to build relationships and celebrate one another. Potlucks, staff appreciation activities, and other collegial events provide opportunities for connection and help foster a positive, respectful, and inclusive workplace where staff feel appreciated, supported, and connected to the ECC community.

School Culture and Climate Weaknesses

Although the culture at Flour Bluff Early Childhood Center continues to reflect strong collaboration, support, and positive relationships, staff feedback indicates an opportunity to strengthen intentional recognition and appreciation of their ongoing efforts. The unique demands of early childhood education can be particularly challenging during periods of transition, including the beginning of the school year, return from extended breaks, and end-of-year events, when students may need additional support with routines, expectations, and behavior.
In response, the campus will continue to prioritize meaningful and timely staff recognition throughout the year, with additional emphasis during high-demand periods. Recognizing staff contributions and providing encouragement during these times will help reinforce a culture in which educators feel valued, supported, and appreciated for the important role they play in the success of students and the ECC community.

School Culture and Climate Needs

Flour Bluff Early Childhood Center continues to strengthen its school community through a campus committee that meets regularly to coordinate student and staff incentives, recognition, and appreciation activities. These efforts promote a positive campus climate while celebrating individual and collective growth, effort, and accomplishments.
ECC will continue to expand and strengthen family engagement through the Parent-Teacher Organization (PTO). The campus will provide opportunities for students to participate in PTO meetings through performances and other activities designed to encourage family attendance and involvement. ECC will also work to increase participation in the WatchDOGS (Dads of Great Students) Program by welcoming additional male role models to volunteer on campus, support student success, and contribute to a safe and connected school environment.

School Culture and Climate Summary

Flour Bluff Early Childhood Center continues to foster a welcoming and supportive campus culture through a staff that demonstrates professionalism, respect, and a shared commitment to the success of students, families, and one another. The positive climate at ECC is

School Culture and Climate Summary (Continued)

evident throughout the campus and reflects the collective effort to create a safe, engaging, and supportive environment where students and staff can thrive.
ECC recognizes that meaningful partnerships with families are essential to student growth and success. The campus will continue to implement a Family Engagement Plan that provides families with purposeful opportunities to connect, participate, and partner in their child's educational experience. Through consistent communication, positive interactions, and relationship-building opportunities, ECC seeks to build trust and encourage families to remain actively engaged in their child's learning. All family engagement efforts will remain centered on the individual needs, development, and success of each student.

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

Flour Bluff Early Childhood Center continues to prioritize the recruitment and selection of highly qualified staff through a thorough and intentional interview process. Interview teams are comprised of staff members with varied roles and perspectives, allowing candidates to be considered from multiple viewpoints and supporting thoughtful hiring decisions.
ECC maintains a highly qualified paraprofessional staff, with 100% of paraprofessionals meeting highly qualified requirements. Staff participate in ongoing professional learning to strengthen their knowledge, skills, and ability to effectively support students and classroom instruction.
Teachers participate in weekly Professional Learning Communities (PLCs) that provide opportunities for collaboration, reflection, and instructional planning. PLCs focus on reviewing student performance, planning targeted small-group instruction, sharing effective instructional practices, and identifying strategies to address student needs. This collaborative approach supports continuous professional learning and improved outcomes for students.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Flour Bluff Early Childhood Center continues to prioritize the recruitment of highly qualified educators; however, attracting candidates for Early Childhood teaching positions remains an ongoing challenge. The limited pool of applicants can make it difficult to fill vacancies with candidates who have the experience, qualifications, and skills needed to meet the unique developmental needs of young learners.
Recruitment for Special Education positions also continues to be an area of concern, including both certified teachers and paraprofessionals. The specialized knowledge, training, and skills required to effectively serve students with disabilities can further limit the available candidate pool. ECC will continue to work collaboratively with the district to recruit, identify, and retain qualified staff who are well suited to the specific needs of the campus and its students.

Staff Quality, Recruitment and Retention Needs

Flour Bluff Early Childhood Center places a strong emphasis on maintaining instructional alignment within the campus and across grade levels. Regular collaboration among ECC teams, as well as with the Primary and Elementary campuses, provides opportunities to establish consistent expectations, share instructional practices, and support smooth transitions as students progress through the district.
Professional learning is also tailored to the specific needs of ECC staff. Teachers and paraprofessionals are provided with targeted training and ongoing support focused on high-impact instructional practices, student needs, and strategies that strengthen classroom effectiveness and contribute to positive student outcomes.

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

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

Flour Bluff Early Childhood Center provides ongoing instructional support through weekly Professional Learning Communities (PLCs) facilitated by the ECC Curriculum Supervisor. These collaborative meetings provide teachers with opportunities to refine lesson planning, align instruction to the scope and sequence, review student performance, and determine appropriate instructional next steps.
ECC uses developmentally appropriate performance assessments across the four core content areas—English Language Arts and Reading (ELAR), Math, Science, and Social Studies—to monitor student learning and inform instruction. Teachers are provided with a range of research-based curriculum and instructional resources to support effective teaching and meet the diverse learning needs of students. Resources include Wilson Fundations, Heggerty, Envision Math, Social Studies Weekly, and McGraw Hill Science, among others.
Monthly content team meetings provide an additional opportunity for teachers within each content area to collaborate, discuss curriculum implementation, share effective practices, and address instructional needs. These meetings support horizontal alignment across classrooms and promote consistency in expectations, instructional delivery, and student learning experiences throughout the campus.

Curriculum, Instruction and Assessment Weaknesses

Teachers at Flour Bluff Early Childhood Center have access to a variety of curriculum materials and instructional resources that allow them to address student needs and make purposeful instructional decisions. With multiple grade levels and program settings—including 15 Kindergarten, 6 Pre-K, and 2 ECSE classrooms—ensuring consistent implementation and alignment of the TEKS across all classrooms remains an area for continued growth.
ECC will continue to strengthen curriculum alignment through collaborative planning, PLCs, content team meetings, and ongoing instructional support. These structures provide opportunities to clarify expectations, share effective practices, and promote greater consistency in TEKS implementation while still allowing teachers to respond to the individual needs of their students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Consistency in instructional delivery and accurate entry of student data into universal screeners are essential to maintaining reliable information about student performance and growth across the campus. Continued attention to established assessment and data-entry protocols will help ensure that student results accurately reflect individual needs and provide meaningful information to guide instructional decisions.
ECC will continue to support consistent implementation of instructional and assessment practices through PLCs, professional learning, collaboration, and ongoing feedback. These structures provide opportunities for staff to clarify expectations, strengthen instructional practices, and ensure that student data is collected and utilized consistently across the campus.

Curriculum, Instruction and Assessment Summary

Teachers at Flour Bluff Early Childhood Center have the flexibility to design and deliver instruction that responds to the individual needs of their students while maintaining alignment with campus expectations and curriculum. Weekly Professional Learning Communities (PLCs), collaborative planning, and ongoing review of student performance provide teachers with opportunities to refine instruction and make purposeful decisions based on student needs.
Teachers utilize campus-supported curriculum resources and work collaboratively to develop common assessments and assessment calendars that support instructional alignment and student growth. State-required assessments are administered consistently across the campus to meet requirements and provide accurate information regarding student progress.

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

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Flour Bluff Early Childhood Center is a school-wide Title I campus that places a strong emphasis on building meaningful partnerships with families and the community. ECC maintains a Parent Engagement Policy and Family Engagement Plan that provide a framework for encouraging families to actively participate in their child’s educational experience.
The Family Engagement Plan is developed with input from a variety of stakeholders to ensure that engagement opportunities reflect the needs and perspectives of the ECC community. The campus uses multiple methods of communication, including monthly newsletters, voice messages, SeeSaw, flyers, and social media, to keep families informed and connected throughout the school year.
ECC provides a variety of opportunities for families to engage with the campus and support student learning. Events such as Harvest of Learning and Love of Reading create opportunities for families to participate in their child's education while strengthening relationships between home, school, and the broader community.

Family and Community Involvement Weaknesses

Flour Bluff Early Childhood Center provides families with a variety of opportunities to participate in campus events and activities, helping foster strong connections between home and school. While family engagement is a strength, expanding partnerships with community members and organizations beyond families of currently enrolled students is an area for continued growth.
ECC currently benefits from community support through local sponsors who provide donations and assistance through the Parent-Teacher Organization (PTO). Moving forward, the campus will explore additional opportunities to connect with local businesses, organizations, and community volunteers. Building these relationships can provide additional resources, experiences, and support that enrich learning opportunities for students while strengthening ECC’s connection to the broader community.

Family and Community Involvement Needs

Continue expanding partnerships with local businesses, community organizations, and other Early Childhood entities to provide additional resources and opportunities for ECC students and families. Increase family and community participation through continued growth of the PTO and WatchDOG Program. Further strengthen partnerships with Junior High and High School clubs, organizations, and athletic programs to create meaningful experiences and opportunities that enhance student learning, engagement, and connection to the larger Flour Bluff community.

Family and Community Involvement Summary

Family and Community Involvement Summary (Continued)

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

Flour Bluff Early Childhood Center is a school-wide Title I campus committed to student safety, academic success, family engagement, and responsible use of campus resources. ECC maintains a Parent Engagement Policy that provides a framework for meaningful family and community involvement.
Maintaining a safe and secure learning environment remains a priority. Campus safety procedures are regularly reviewed to identify opportunities for improvement and to ensure that the needs of students, staff, and families are addressed.
The Site-Based Decision Making (SBDM) Committee meets quarterly to review the Campus Improvement Plan (CIP), monitor progress toward campus goals, and address emerging needs. The committee also reviews campus budget allocations, including professional development and other instructional expenditures, to ensure resources are aligned with identified student needs, campus priorities, and efforts to improve student achievement.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

Flour Bluff Early Childhood Center continues to prioritize campus safety and effective supervision. The recent paving of the adjacent parking area has improved traffic flow and provided a more organized arrival and dismissal process for families. However, additional support with traffic and student safety during arrival and dismissal remains a need, particularly due to families and students crossing Waldron Road in areas without designated crosswalks. Increased law enforcement or campus security presence during these high-traffic times would provide an additional layer of safety and support.
Staffing also remains an area of need. While decreased enrollment has resulted in staff being relocated and natural attrition, student needs and the level of behavioral and supervisory support required have continued to increase. Additional staffing support would help ECC maintain appropriate supervision, respond effectively to student needs, and provide a safe and supportive learning environment.

School Context and Organization Needs

Student safety remains a primary focus at Flour Bluff Early Childhood Center. ECC has established a structured drop-off and dismissal process that provides hand-to-hand supervision for students arriving and departing by bus or with a parent or guardian. Improvements to the adjacent parking area have helped create a more organized arrival and dismissal process and improved overall traffic flow.
While enrollment has decreased, resulting in staffing being relocated and natural attrition, the level of student need and behavioral support required has continued to increase. This creates a growing need for staff support and supervision despite the overall decrease in enrollment. ECC will continue to monitor student needs and advocate for staffing resources that align with the level of supervision, behavioral support, and individualized attention required to maintain a safe, responsive, and supportive learning environment.

School Context and Organization Summary

Flour Bluff Early Childhood Center is committed to providing a safe, welcoming, and nurturing learning environment for all students. The recent paving of the adjacent parking area has improved traffic flow and provided a more organized arrival and dismissal process for students and families. ECC will continue to monitor traffic patterns and identify opportunities to further enhance safety and supervision during these high-traffic times.
ECC remains committed to transparent and responsible budgeting and spending, ensuring that available resources are aligned with student needs and campus priorities. The ECC Parent-Teacher Organization (PTO) continues to be a valuable partner in supporting campus initiatives, strengthening family involvement, and promoting positive change through collaboration with staff and families.
The campus also prioritizes strong family and community connections by welcoming community members to engage with students and families through donations, classroom presentations, volunteer opportunities, and participation in campus events. These partnerships provide meaningful support and help strengthen ECC's connection to the broader Flour Bluff community.
Parent survey feedback indicates that families feel welcomed and connected to ECC. Parents express pride in having their children attend the campus and report that ECC makes a consistent effort to keep families informed and provide opportunities for them to participate in school

School Context and Organization Summary (Continued)

activities and events.

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, engagement, and instructional delivery. During the summer, every classroom received a new interactive board, providing teachers with enhanced tools to deliver engaging, interactive lessons and support a variety of instructional approaches. All professional staff have also been provided relatively new laptops to support lesson planning, instruction, communication, and classroom management.
Each classroom is equipped with at least five student devices, providing students with regular opportunities to use technology as part of their daily learning. The campus computer lab accommodates up to 23 students at one time, allowing classes to access technology applications and digital learning resources. These resources support the integration of technology across the curriculum while helping students develop foundational digital literacy skills.

Technology Weaknesses

While Flour Bluff Early Childhood Center has made significant improvements to its technology resources, including new interactive boards in every classroom, the campus is not one-to-one with student devices. Expanding access to student devices would provide additional opportunities for students to engage with digital learning tools and develop age-appropriate technology skills.
Internet connectivity also continues to be an area for improvement. Periodic connectivity issues can interrupt instruction and impact student engagement during technology-based activities. Continued attention to reliable connectivity and technology infrastructure will help ensure that classroom technology can be used effectively and consistently.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

The ongoing cost of maintaining, replacing, and upgrading technology also requires thoughtful resource planning. Clear communication regarding the district's long-term technology plan, including how future technology purchases and upgrades will be funded, would help the campus plan effectively and prioritize technology needs alongside other instructional and operational priorities.

Technology Needs

ECC would benefit from a dedicated instructional technologist to provide ongoing support to teachers and staff with the effective integration of technology into instruction. Consistent and reliable internet connectivity is also a significant need, as frequent interruptions can delay instruction, disrupt communication among staff, and create challenges during time-sensitive situations, including those related to campus safety.
While every classroom now has a new interactive board, ECC is not a one-to-one device campus. Additional student devices would provide greater access to digital learning opportunities and support the development of age-appropriate technology skills. Continued investment in technology infrastructure, support, and device access will help ECC maximize the instructional benefits of its technology resources.

Technology Summary

At Flour Bluff Early Childhood Center, technology is an important component of instructional delivery and student learning. Students have opportunities to use digital tools throughout the school day in both the classroom and the dedicated computer lab, which is supported by a trained paraprofessional. The computer lab utilizes the Learning.com curriculum to help students develop foundational digital literacy skills. Every classroom received a new interactive board this summer, providing teachers with enhanced opportunities to integrate technology into daily instruction. Classrooms also have at least five student devices that are incorporated into instructional stations and small-group activities. However, ECC is not currently a one-to-one device campus. Expanding access to individual student devices would provide additional opportunities for students to engage with digital learning and develop age-appropriate technology skills.
Additional and sustained funding for technology is needed to support the continued replacement, maintenance, and expansion of devices and infrastructure. Reliable access to current technology is essential for effective instruction, student engagement, staff communication, and campus operations. Establishing a sustainable funding plan for technology will help ECC maintain existing resources while working toward increased student device access and ensuring technology needs can be addressed proactively rather than as equipment becomes outdated or unavailable.

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 IIA Principal and Teacher Improvement	Federal
Title IV	Federal
Local Funds	Local
ESL	State
Local Funds	State
State Comp. Ed.	State

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	2026-2027	(F)Title I - $3,725	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)	2026-2027	(L)Local Funds - $8,000, (S)State Comp. Ed. - $3,500	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. (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	2026-2027	(F)Title I - $15,000, (F)Title IV - $5,000	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)	2026-2027	(F)Title I - $2,900, (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)	2026-2027	(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.

EARLY CHILDHOOD CENTER

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)	2026-2027	(F)Title I - $4,000, (F)Title IIA Principal and Teacher Improvement - $1,050, (L)Local Funds - $7,500	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)	2026-2027	(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)	2026-2027	(F)Title I - $2,000, (L)Local Funds - $5,000	Criteria: ECC student enrollment numbers

EARLY CHILDHOOD CENTER

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. *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)	2026-2027	(L)Local Funds - $2,000, (S)Local Funds - $1,800	Criteria: Master Schedule STEAM Lab inventory Motor Lab inventory
2. Engage all students in a field trip to the Pumpkin Patch and an additional field trip for Kinder to an educational location. (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)	2026-2027	(L)Local Funds - $3,891, (S)State Comp. Ed. - $3,500	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 1:10 and Kinder 1:22 (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	2026-2027	(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	2026-2027	(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)	Chief Financial, Bus, & Operations, Deputy Superintendent, Executive Director of Human Resources, Superintendent	2026-2027	(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	2026-2027	(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)	2026-2027	(F)Title I - $2,000, (F)Title IV - $1,500	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 based upon 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	2026-2027	(F)Title IV - $2,000, (L)Local Funds - $2,000	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)	2026-2027	(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	2026-2027	(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	2026-2027	(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)	2026-2027	(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)	2026-2027	(F)Title I - $8,500	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	2026-2027	(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	2026-2027	(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)	2026-2027	(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	2026-2027	(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	2026-2027	(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	2026-2027	(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 the beginning of the third quarter 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	2026-2027	(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 requisitions 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	2026-2027	(L)Local Funds	Criteria: Budget reports and quotes

Flour Bluff Early Childhood Center Family Engagement Plan 2026-2027

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-driven. 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. Barnes, 361-694-9036