



Giving every Galveston child the opportunity to soar

Moody Early Childhood Center Board of Directors Agenda
Friday September 27, 2019 @ 1:00 p.m.
At MECC at
1110 21st Street
Galveston, Texas 77550

1. Call to order
2. Review & Approval Minutes of August 23, 2019 board meeting (enclosed)
3. Public Comment
4. Committee Reports
 - a. Finance Committee (material to be distributed at the meeting)
 - b. Governance and Board Development
 - c. Resource Development
 - d. Government Affairs (material enclosed)
 - e. Board of Advisors
5. Executive Director's Report (material to be distributed separately)
6. Review/Adoption: 2019-2022 Strategic Plan (enclosed)
7. Special Event Fundraising update and discussion
8. Announcements/Other Business
9. Confirm next meeting and Adjourn



Giving every Galveston child the opportunity to soar

Moody Early Childhood Center
BOD Minutes
Friday, August 23, 2019
1:00 p.m. in the Boardroom at MECC
1110 21st Street
Galveston, TX 77550

In Attendance:

Betty Massey, Jeri Kinnear, Weez Doherty, Angela Brown, Renee Templer, John Prochaska

Staff:

Karin Miller

Guest:

Ms. Massey called the meeting to order at 1:07 p.m.

On a motion from Ms. Kinnear and a second by Dr. Prochaska the minutes of the July 26, 2019 board meeting were approved as distributed.

Ms. Kinnear posed several questions as follow-up to the minutes, all of which Ms. Miller or board members answered. On a motion from Ms. Kinnear and a second by Dr. Prochaska the minutes of the August 9, 2019 special called board meeting were approved as written.

There were no members of the public present, so Ms. Massey moved the meeting into the financial reports. Ms. Miller and Ms. Brown presented the reports for the time period September 2018-July 2019; these reports had been assembled by Ashley Garcia of Your Part-time Comptroller. MECC had hired YPTC following the abrupt departure of the interim bookkeeper. Board members discussed the financial reports with various members of Finance Committee responding to questions. As chair of Finance Committee, Ms. Brown presented the committee's recommendation to continue with YPTC as the core component of MECC's accounting team. Ms. Miller has reassigned some responsibilities to other staff members. The board concurred with this recommendation for the immediate future.

Ms. Miller then distributed and reviewed her report noting that the pace of PreK3 registration was accelerating with over 100 students fully enrolled. She also told the board that the MECC Health Clinic was complete and suggested board members accompany her on a tour following the meeting.

The challenge of the administration of the TEA implementation grant and general cash flow with GISD continues.

Dr. Prochaska led the board through the process of drawing for initial terms under the bylaws revised and approved earlier in the year. Following a random drawing board members received the following terms:

- Class of 2020 (drawing a partial term of 1 year)-Renee Templer and John Prochaska
- Class of 2021 (drawing a partial term of 2 years)-Jeri Kinnear and Weez Doherty
- Class of 2022 (drawing a full 3 year term)-Betty Massey, Angela Brown and Erica Adams

On a motion by Dr. Prochaska and a second by Ms. Templer, the following officers were elected for the 2019-2020 fiscal year:

- Betty Massey-President
- Jeri Kinnear-Vice President
- John Prochaska-Secretary
- Angela Brown-Treasurer

The final piece of business from the Governance and Board Development Committee was a discussion of skills/characteristics for additional board members. There was consensus around searching for legal and accounting skills, a younger and more ethnically diverse demographic and more diverse gender demographic.

Ms. Massey briefly reviewed the Operating Budget Fundraising Plan for 2019-20 which had been presented and discussed at the July board meeting. Ms. Miller and Ms. Kinnear proposed a fundraising event centered on a large donation of wine that Ms. Miller's sister is prepared to make to MECC for the purpose of selling the wine for the benefit of MECC. Several board members assumed initial assignments in preparation for putting together this fundraiser.

Ms. Doherty announced that the next meeting of the Board of Advisors is September 5th, the same day as the United Way Galveston kick-off luncheon which Ms. Templer, Ms. Brown and Ms. Doherty will attend with Ms. Miller and several of her staff.

The board then spent time reviewing the 2019-2022 strategic plan with Ms. Miller continuing to revise the plan. The next board meeting will be a special called meeting at 1:30 p.m. on September 6th for the purpose of reviewing a major grant application to the Moody Foundation. This application will be a major financial component of the three year strategic plan.

The next regular board meeting is to be held on September 27th at 1:00 p.m. at MECC.

On a motion from Ms. Kinnear and a second by Ms. Doherty, the meeting was adjourned at 3:18 p.m.

Early Matters Policy Committee Follow-up
9/17/19

Action Items:

- 1) By Wednesday – Use this [Google doc](#) to join one of the 5 Pritzker Early Education workgroups (See item 1 in follow up)
 - 2) If you'd like to join EC Rulemaking workgroup 9/26 from 11:30-1, email libby.mccabe@commitpartnership.org. (See item 2 in follow up)
 - 3) Encourage TWC to expand the scope of their RFP for attendance tracker system (See item 3 in follow up)
 - 4) Encourage TWC to maintain full day subsidies for pre-k partnerships (See item 4 in follow up)
 - 5) We are compiling feedback for TRS 4 Star Review Committee and will be asking for your logo in support. Or feel free to submit your own to TRS4YearReview@twc.state.tx.us. (See item 5 in follow up)
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- 1) **Pritzker Early Education Working Groups**. First meeting was Monday; 133 people signed up, state agency reps included in work groups. The group has 2 goals: (a) Increase access to high - quality child care for low income children with working parents and (b) Strengthen the Early Childhood Education workforce (through addtl PD, wage supports and other efforts). Five workgroups have been created with leaders noted below. **Use this [Google doc](#) to sign up for one of the working groups – please sign up by Wednesday.**
 - Improve Quality of TRS Standards and Practice (Shay Everitt at C@R)
 - Strengthen the Early Childhood Education workforce (Kim Kofron, TxAEYC)
 - Increase TRS participation (Stephania Whitehurst, CCA Ft Worth)
 - Establish increased reimbursement rates for high quality child care for infants and toddlers (Larrisa Wilkinson -preK 4 SA)
 - Strengthen public/private partnership to increase access to quality Pre-K for 3 year olds (Chelsea Jeffrey, Commit and Cathy McHorse, Success by 6 Austin)
 - 2) **Rulemaking work groups** : Dallas District directors group met last week to provide feedback to TEA on the reading academies. And we are having a meeting on 9/26 from 11:30-1 with the people who indicated an interest in participating in EC rulemaking to discuss that feedback and other guidance we want to give TEA on EC rulemaking. ***If you'd like to join that meeting email libby.mccabe@commitpartnership.org.***
 - 3) **TWC RFP for procurement of a central attendance tracking tool**. Scope of RFP is only for a tool to track attendance for subsidy kids and not attendance for all kids such that we could get real time vacancy info, and provide that data to HHS (needed for licensing) and business management tools. We are requesting the REF include a standardized reporting requirement so data can be imported to different systems in a consistent fashion. ***See letter attached to follow up email from Regen to TWC. We encourage you to reach out to echo this request to TWC.***

- 4) Full day subsidies for PreK partnerships. We encourage you to reach out to TWC to ask them to not reduce full day subsidies for students at pre-K partnerships at centers. Here is some language (ideally please edit this so not verbatim of what we sent). (Send to: "Miller,Reagan" <reagan.miller2@twc.state.tx.us>, Courtney Arbour courtney.arbour@twc.state.tx.us)

We have heard that TWC is considering not allowing child care providers to receive full-day CCDBG subsidy funds for the total hours outside of the ADA funded ½ day for Pre-K. This will present a serious challenge to our pre-K partnerships for several reasons. First, neither districts nor the childcare centers have budgeted to make up for these lost funds. We think centers will opt out of partnerships rather than lose these subsidy funds. Second, even though districts have received additional funding through the early literacy allotment, given all the new requirements around early literacy, that funding is insufficient to pass through enough funding to support the pre-K classroom plus make up for the centers' loss of subsidy funding. For example, under the Dallas ISD model (one of the districts with the greatest number of pre-K partnerships), where Dallas ISD provides a BA trained teacher and materials to a center, that teacher's salary and benefits and materials cost more than the 1/2 ADA they get for the students in that classroom, plus most of the early literacy allotment that would be allocated to those students. So the districts do not have sufficient funds to cover any loss in subsidy funding by the center.

We want to encourage our districts and centers to partner, and we want those partnerships to provide strong, high-quality PreK. The removal of these existing federal CCDBG funds will greatly jeopardize our ability to create high quality pre-K partnerships. It will make it much harder for districts to recruit partnerships, which is now an explicit requirement (via HB3) before districts may make capital expenditures.

We do, however, see a long term shifting of subsidy funds from 3 year olds to higher reimbursement rates for 0-2 year olds as a positive move, so that serving 0-2 year olds could become a viable business — so long as the center would not lose any dollars on a net basis. But this would need to be a long term plan with clear communication to districts and centers so they could plan for this shift.

I hope you all will do what you can to change the policy around CCDBG subsidy funds.

- 5) TRS 4 Star Review Work Group. This group will review all of the input received and develop recommendations for TWC to consider in the development of new TRS Guidelines. Questions and comments can be submitted anytime throughout the TRS review process. We are putting together feedback and will circulate it with a request for your logo in the next couple of weeks. We agreed to discuss the following in that email.
- Licensing deficiencies – need to prevent and remediate deficiencies (Shay will draft)
 - TECPDS registry support – need \$ for technical assistance (Michelle will draft)
 - Continuous quality improvement – re-affirm their commitment to include this

- Do not remove teacher qualifications as part of TRS (Michelle will draft)
- Childcare workforce – allow points towards TRS if have a wage scale, wage incentives, etc. (Shay will draft)
- Allow 1 star TRS for all in subsidy centers with deadline to move up in 2 years (Shay will draft)
- More consistent training for the mentors to be more like coaches.

Here is the email address to submit individual comments: TRS4YearReview@twc.state.tx.us

- 6) Changes at TWC. Effective September 1st, Child Care & Early Learning is being reorganized as a full Division within the Texas Workforce Commission, reporting directly to the Executive Director, Mr. Ed Serna. The Division will be led by Ms. Reagan Miller. Also, Bryan Daniel, Commissioner representing the Public, has been named Chairman of the Texas Workforce Commission (TWC), replacing Ruth Hughs who was named Secretary of State. Aaron S. Demerson has been named TWC's new Commissioner Representing Employers. Prior to his appointment, Commissioner Demerson served as the Director of the Office of Employer Initiatives at the Texas Workforce Commission.
- 7) Early Learning Council Update. Stephanie Rubin, a member of the Early Learning Council, noted that although progress has been slower than hoped due to delays in the reports of outside consultants supporting the needs assessment and strategic plan, the Council has been working well together. The Council is currently working to identify the goals they want to set.
- 8) HB3 Webinars – TEA's HB3 Reading Practices webinar was launched Sept 12th. It contained good information about how the Reading Academies will be implemented; the required phonics curriculum, prioritize highly effective k-2 teachers and use integrated assessments. PPT from that webinar is attached. Board and District goal setting webinar will be released 9-19.

TO: "Bryan.Daniel@TWC.state.tx.us" <Bryan.Daniel@TWC.state.tx.us>,
"Julian.alvarez@TWC.state.tx.us" <Julian.alvarez@TWC.state.tx.us>,
"Aaron.demerson@TWC.state.tx.us" <Aaron.demerson@TWC.state.tx.us>,
"Lowell.keig@TWC.state.tx.us" Lowell.keig@TWC.state.tx.us

Date: September 16, 2019

To: TWC Commissioner Bryan Daniel
TWC Commissioner Julian Alvarez
TWC Commissioner Aaron Demerson
TWC Division Director for Procurement, Lowell Keig

Over the past few years, coalitions across the state have been working closely with childcare providers to improve quality and sustainability of childcare. Our work together has multiple components which address both the parent experience trying to find and enroll in childcare and the administrative tasks/burdens placed upon childcare providers making it more difficult for them to sustain their businesses and focus on quality programs.

Daily attendance tracking of all students is required for multiple purposes. It is required in order to receive reimbursement for subsidies. It is also required by licensing and Texas Rising Star evaluations for ratio monitoring. And, the software systems used by Centers also need the data to track collections. Because some children will be receiving PIEMS numbers and attend centers which are ISD partners, attendance information will also be useful for TEA. All of these systems currently require separate processes to manage the same attendance data.

We are pleased to see the State of Texas and Texas Workforce Commission's (TWC) commitment to supporting quality childcare by issuing an RFP for the procurement of a central attendance tracking tool. However, we are concerned that the scope of the RFP only specified tracking for subsidy children and coordination with TWIST and not attendance for ALL children which is needed by licensing (HHS), for billing

(business management tools) and for making vacancies easy for parents to locate.

Requiring centers to take attendance differently for subsidy children than private pay creates inequities, stigma and red tape for the parents and the Centers. It would be far more productive and efficient to have a SINGLE attendance system or process for ALL children enrolled in licensed childcare across the state.

Choosing a tool/system/vendor which only solves one problem seems short-sighted and, ultimately, much more expensive when it becomes difficult to integrate disparate systems created for different reasons.

Technology already exists in this space for efficient means of collecting, storing, and safely transmitting data. The efficiency of having a single attendance tool for all children would make it easy for parents, centers and the state agencies to get data accurately and in real time. Without thoughtful architecture, we potentially expose the risk of data privacy and security of the most vulnerable.

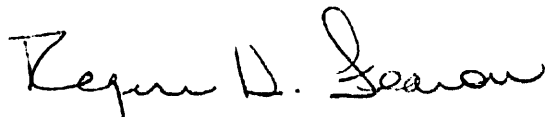
We would like to encourage the State to seek a more comprehensive solution to attendance tracking which meets the objectives of all of the systems - TWC/TWIST, HHS/Licensing, TEA, Centers' business practices and parents ease of finding quality care for their children.

Without a coordinated solution, the burden of getting the same information to different agencies in different systems and formats falls to the Centers. If the new attendance tracking system only solves for the TWC/TWIST needs, it would, by design, perpetuate the current situation which keeps data for different purposes in silos by department.

So, our plea is for the state to first articulate and standardize how attendance is to be reported for all children (regardless of whether they are paying using a subsidy or not). Before you can select a vendor, we hope that your specifications include a standardized method of attendance reporting such that the data can be extracted or imported in a consistent fashion.

A standardized reporting requirement will insure that attendance data can be distributed securely and automatically to all of the systems which rely on that data – TWIST, licensing, TEA, any business software and the vacancy tools that our collaborations are trying to develop.

We have resources and experts working with us and are more than happy to participate and help craft the architecture which would be most efficient and effective for attendance taking and storage of that data. Managing attendance uniformly will make the other reliant reporting tasks more accurate, immediate and easily accomplished.



Regen Fearon
Chair, Early Matters Dallas

And on behalf of these organizations working around the state:

United Way of Austin

City of Austin

ChildCare Group

United Way of Metropolitan Dallas

Children at Risk

Child Care & Pre-K: New policies & next steps

children
atRisk

 **commit**
OUR KIDS. OUR TOMORROW.
earlymattersdallas
A Historic Coalition on Early Education


WHATNBURGER

Welcome!

Libby McCabe

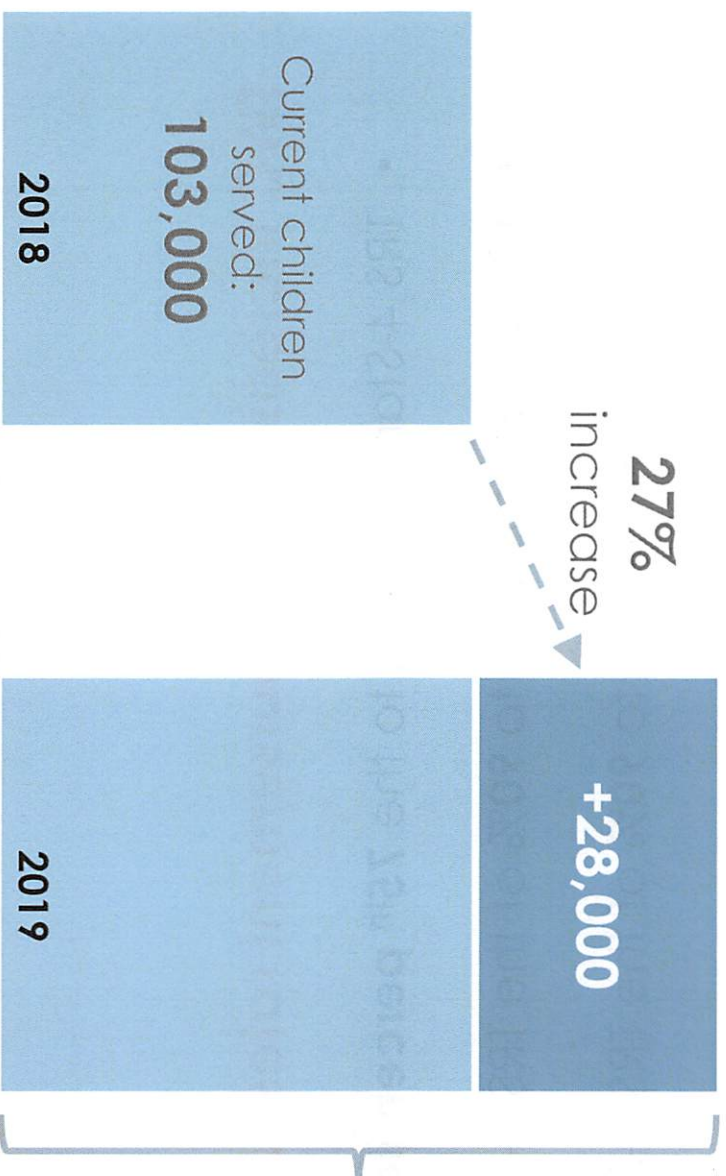
Senior Policy Advisor



Getting to Know You

New Texas Rising Star Investments & Trends

More Children Served in Subsidy Settings



New total of children
being served:
131,000+
(and growing)

Reimbursement Rates Increases

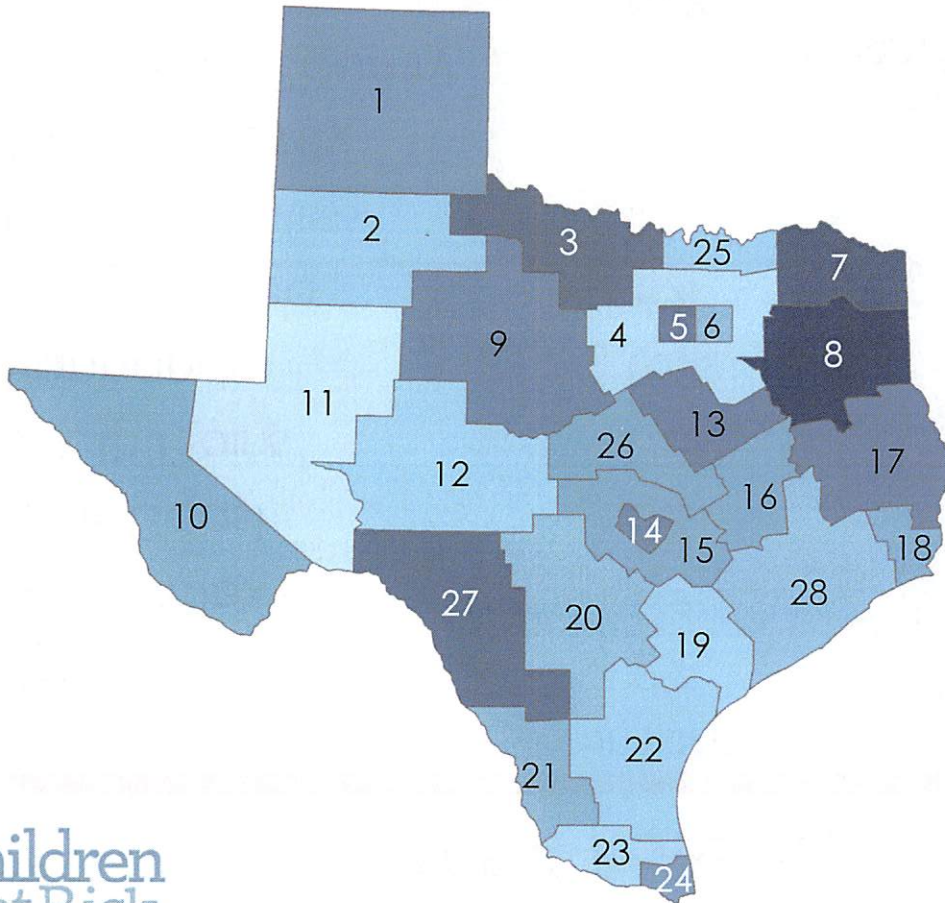
TWC increased reimbursement rates for:

- TRS 4-Star Providers to the **75th percentile** market rate;
- TRS 3-Star Providers to **90%** of the TRS 4-Star rate; and
- TRS 2-Star Providers to **90%** of the TRS 3-Star rate.

TRS 4 Rate Increases (2018-2019)

	Infant	Toddler	Preschool
Alamo	2%	24%	24%
Borderplex	28%	29%	41%
Gulf Coast	5%	13%	30%
South Plains	15%	23%	20%
Panhandle	10%	12%	16%
Capital Area	6%	27%	30%
Greater Dallas	17%	20%	25%
Tarrant County	15%	11%	21%
Cameron Country	17%	46%	35%
Texas	14%	19%	21%

Current Texas Rising Star Participation



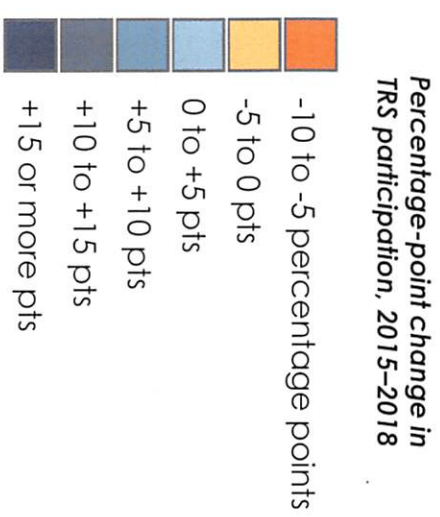
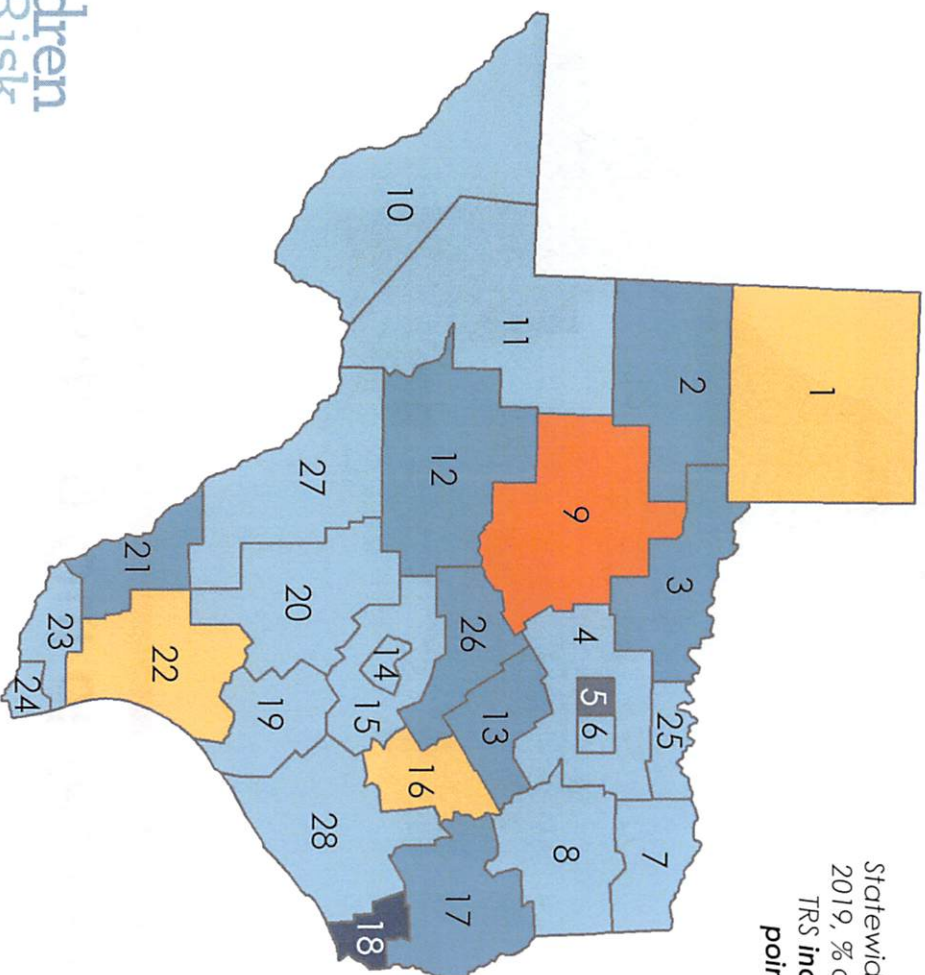
- 1. Panhandle: 27%
- 2. South Plains: 16%
- 3. North Texas: 34%
- 4. North Central Texas: 12%
- 5. Tarrant County: 32%
- 6. Greater Dallas: 20%
- 7. Northeast Texas: 38%
- 8. East Texas: 41%
- 9. West Central Texas: 29%
- 10. Borderplex: 21%
- 11. Permian Basin: 9%
- 12. Concho Valley: 15%
- 13. The Heart of Texas: 30%
- 14. Capital Area: 29%
- 15. Rural Capital Area: 29%
- 16. Brazos Valley: 23%
- 17. Deep East Texas: 30%
- 18. Southeast Texas: 22%
- 19. Golden Crescent: 15%
- 20. Alamo: 19%
- 21. South Texas: 21%
- 22. Coastal Bend: 15%
- 23. Lower Rio Grande Valley: 14%
- 24. Cameron: 27%
- 25. Texoma: 16%
- 26. Central Texas: 23%
- 27. Middle Rio Grande: 34%
- 28. Gulf Coast: 18%

% of subsidized child care providers participating in Texas Rising Star by TWC region

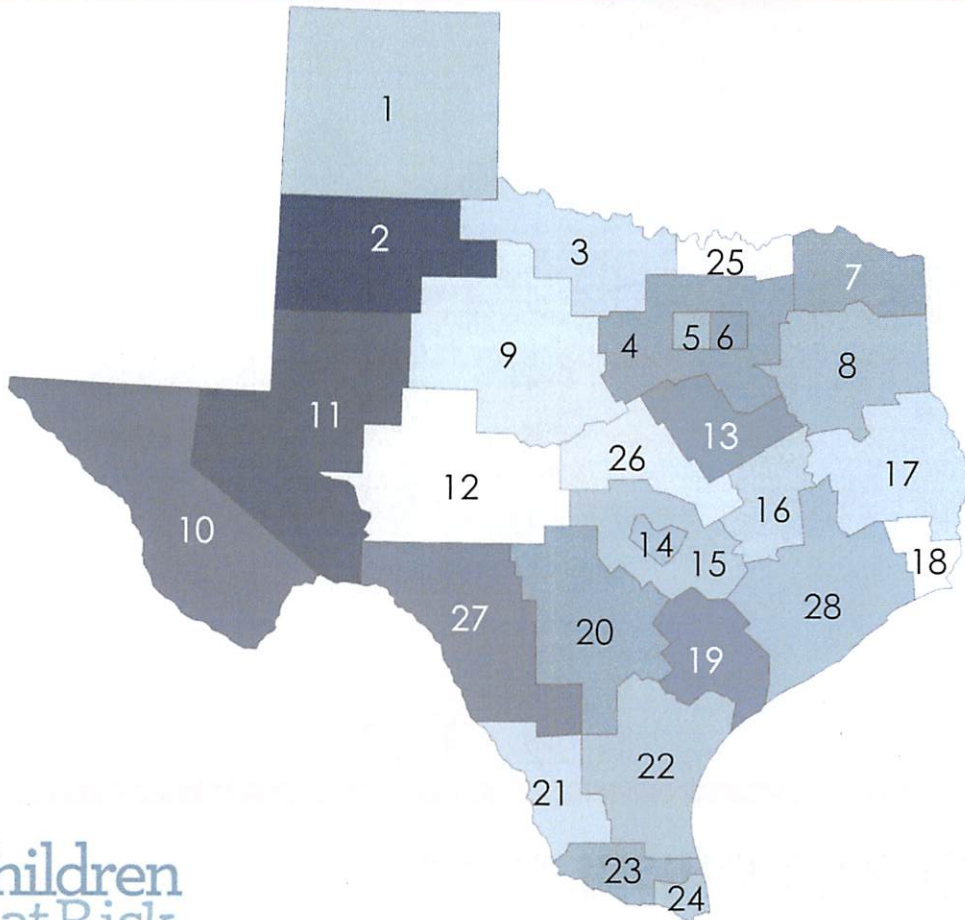


State: 21%

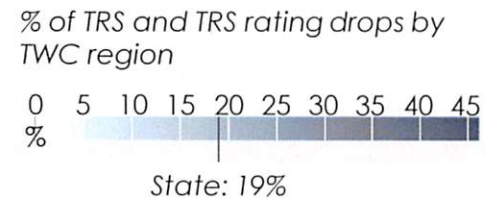
Texas Rising Star Change 2018-2019



Dropping Out of TRS or Losing Star Level(s)



- | | |
|-----------------------------|----------------------------------|
| 1. Panhandle: 15% | 15. Rural Capital Area: 15% |
| 2. South Plains: 42% | 16. Brazos Valley: 13% |
| 3. North Texas: 10% | 17. Deep East Texas: 9% |
| 4. North Central Texas: 23% | 18. Southeast Texas: 0% |
| 5. Tarrant County: 18% | 19. Golden Crescent: 27% |
| 6. Greater Dallas: 24% | 20. Alamo: 22% |
| 7. Northeast Texas: 23% | 21. South Texas: 11% |
| 8. East Texas: 18% | 22. Coastal Bend: 16% |
| 9. West Central Texas: 7% | 23. Lower Rio Grande Valley: 20% |
| 10. Borderplex: 31% | 24. Cameron: 16% |
| 11. Permian Basin: 36% | 25. Texoma: 0% |
| 12. Concho Valley: 0% | 26. Central Texas: 6% |
| 13. The Heart of Texas: 25% | 27. Middle Rio Grande: 29% |
| 14. Capital Area: 17% | 28. Gulf Coast: 18% |



Question Time!

Child Care & Pre-K in the 86th Texas Legislative Session

Early Childhood Education

Child Care

HB 680 Deshotel, Lopez

Data, reporting, PEIMS, contracts, & PD

HB 4090 Noble

Allow after-school providers to update location info without being penalized

SB 952 Watson

Nutrition, screen time, and active play

Child Care Safety

SB 568 Huffman

Training, safe sleep, inspection history, repeated violations

SB 569 Huffman

Regulating listed family homes

SB 706 Watson

Investigation unit to identify illegal child care providers

SB 708 Zaffirini et. al

Ratios, group sizes, & injuries

Pre-K

HB 3 Huberty et. al

Full-day Pre-K funding

HB 55 González, M. Sanford, VanDeavor

TEA collecting information on state's Pre-K program

SB 1679 West

Continuing eligibility for public Pre-K

HB 680: Data Coordination & Reporting



PEIMS
student ID for
all subsidy
children



Measure
progress of
TRS
participation



Coordination
between CC,
ISDs, and
Charters



Rates and
payments
determined
by workforce
board

What is a contract agreement?

Current Subsidy



Parents



Child Care Providers



Local Workforce Boards

children
atRisk

Contracts

Mostly that!

And also...



Local Workforce Boards



Quality Child Care Providers



Quality Child Care Providers



Quality Child Care Providers



Parents

HB 680: Contract Agreements

Workforce board may contract with 3- or 4-Star child care providers for a certain number of subsidy seats

- High-need area
- Public Pre-K partnership
- Head Start/Early Head Start partnership
- Infants and toddlers
- Satisfy a requirement in the workforce board's strategic plan

HB 680: Professional Development

PD offered by Workforce Boards & TWC:

Supports TRS  **Credential, certificate, or degree**

SB 952: Healthy Habits

Daily Physical Activity

- More active play outdoors & structured activities
- Continuous opportunities to develop fine and gross motor skills

Meals and Snacks

- Meets CACFP nutrition guidelines

Screen Time

- Ages 2 and younger - no exposure
- Ages 2 to 5 – 1 hour per day (total exposure)

Safety Bills

SB 708

- Child Care Licensing collects ratios, group sizes, and injuries.
- Report on every group of children infants through 4 years.

SB 568

- Safety training account
- Safe sleep standards
- 5 years of licensing inspection history available
- Efforts to remedy repeated violations

SB 569

- Establishes minimum standards for listed family homes

HB 3: Pre-K

Funding Source: Early Education Allotment

Requirements:

- Full day
- Eligible students
- Waiver allowed if ISD does not have capacity to expand to full-day
- ...**But** must try to partner with child cares first

HB 3: Pre-K + Potential Impact

Only eligible 4-year-olds

Half of ISDs have full-day currently

Partnerships:

- TRS 3- or 4-Star
- Nationally accredited
- Head Start
- Texas School Ready participant

Other strategies:

- 3-year-old Pre-K
- Infant/toddler
- After school
- Contracted slots

SB 1679: Public Pre-K

If a student is in PK3, they are automatically eligible for PK4.

State-Level Advocacy Opportunities for You

Texas Rising Star 4-Year Review



Texas Rising Star 4-Year Review

Potential Topics for Consideration

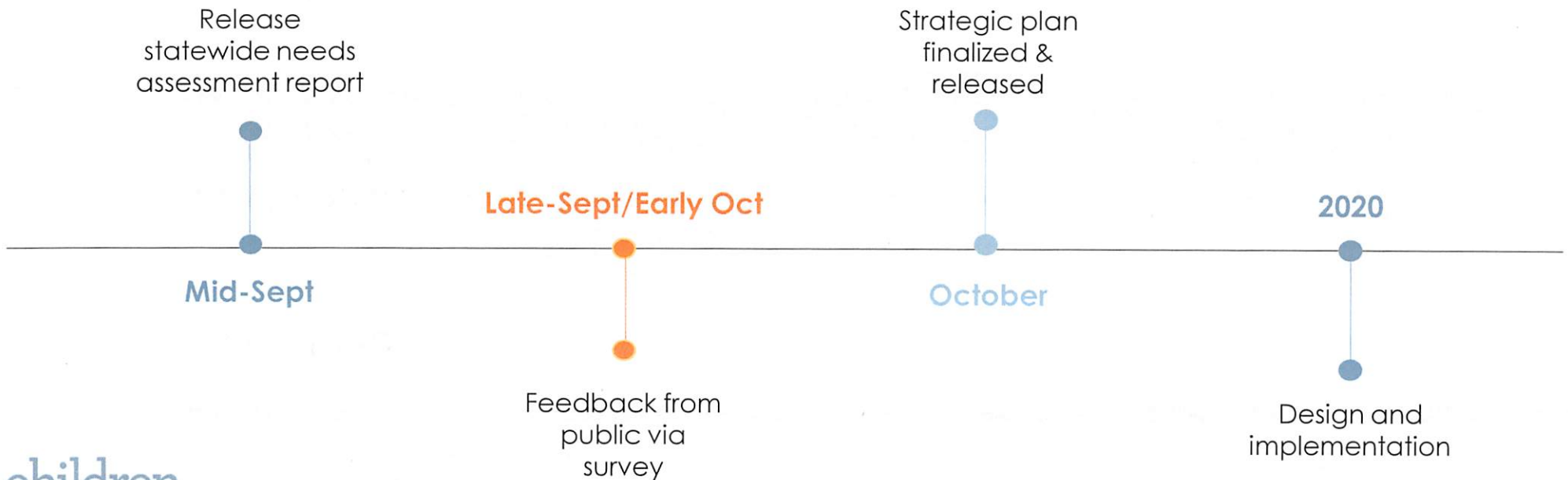
- Improved language
- TECPDS registry support
- Continuous Quality Improvement
- Mentors/Assessors
- Standards and scoring
- Child care workforce
- Licensing violation prevention & remediation
- 1-star providers/path to all subsidy

Texas Rising Star 4 Year Review

Submit feedback to TWC on any issue you believe the workgroup should be considering by e-mailing:
TRS4YearReview@twc.state.tx.us

Texas Early Learning Council

Goal: Develop a statewide birth-5 strategic plan



Texas Prenatal to Three (PN-3) Collaborative

Vision for Texas

All Texas children are born healthy and have equitable access to health and early learning supports in their homes and their communities.

Early childhood systems are aligned, coordinated and well-funded to ensure young children and their families are healthy and thriving.

PN-3 Collaborative

Goals for Texas

Create a broad & sustainable movement to serve an additional:

- 150,000 (25%) low-income infants and toddlers by 2023
- 300,000 (50%) low-income infants and toddlers in the long-term

\$2.5 million for implementation/advocacy

PN-3 Collaborative

Early Childhood Education & Care

- Increasing access to high-quality child care for low-income children with working parents
- Strengthening the Early Childhood Education workforce through additional professional development, wage supports or other efforts

Health & Coverage

- Expanding Medicaid to cover mothers for 12 months after the birth of a child
- Keeping children enrolled in Medicaid for a full year without recertification
- Increasing access to maternal mental & behavioral health services

Screenings, Referrals, & Follow-Up/Home-Based Services

- Increasing the number of infants & toddlers receiving developmental screens and being referred to needed services
- Increasing access to home-based services & family supports such as home visiting, Early Head Start, & ECI programs
- Expanding universal screening approaches to ensure new moms are referred to needed services

PN-3 Collaborative

Join the 50+ Collaborative Partners

- **Share** the work you are doing locally and regionally and **align** these efforts with the state PN-3 work
- **Join** a work group
- **Provide** two-way communication with respective organization/constituencies
- **Contribute** expertise and guidance
- **Act** as champions
- **Engage** networks and constituencies to implement action plan

For more information contact Sara Moran at smoran@childrenatrisk.org.

What other quality ECE issues are important to you?

How Do You Want to Advocate?

- Local coalitions
- PN-3 Collaborative
- Texas Early Learning Council
- TRS-4 Year Review
- Interim conversations with legislators & committees
- Implementation of bills

Questions?

Contact us and follow us on social media!

Shay Everitt

Director, Early Childhood
Education Initiatives

✉ severitt@childrenatrisk.org

🐦 [@shayeveritt](https://twitter.com/shayeveritt)

Sara Moran

Assistant Director, Center for Social
Measurement & Evaluation

✉ smoran@childrenatrisk.org

in [Sara Moran](https://www.linkedin.com/in/SaraMoran)

CHILDREN AT RISK

www.childrenatrisk.org/ece

www.childrenatrisk.org/childcaredeserts

🐦 [@childrenatrisk](https://twitter.com/childrenatrisk)

#forchildren

#txlege



Moody Early Childhood Center Strategic Plan 2019-2022

Executive Summary

Moody Early Childhood Center (MECC) was established to ensure that all Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. The 2017-2018 state results revealed only 21% of Galveston Island children approaching the doors of their Kindergarten classrooms have the skill sets they need to begin their public-school education, which is a 10% decline from the previous year's assessment scores. MECC understands that a student's success can be bolstered, not only by early intervention, but also by family and community engagement. Because MECC believes that students will succeed if all stakeholders are actively engaged. Regularly scheduled advisory meetings with families, staff, community partners, and professionals with early childhood expertise are scheduled to assist in building and strengthening connections on the Island; thereby fostering a greater sense of community for our families and providing easier access to support as it is needed.

Serving Our Students

Goal: Increase student access to high-quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.

Targets (SMART Goals):

1. During MECC year of 2016-2017, 50% of the twenty (20) staff members had higher credentialing. Beginning the 2019-2020 program year, 55% of the sixty (60) staff employed have advanced credentials. By the 2021-2022 school year, MECC is striving for 75% of all staff with advanced certificates.
2. In the 2018-2019 school year, students enrolled in the infant and toddler program met 75% of their developmental goals before they advanced to the next age group. For the 2019-2020 school year, infant and toddler students must meet 80% of their developmental goals before moving into the next class, or have an intervention plan in place to assist with remediations.
3. In 2018-2019, fifteen (15) students enrolled in PK3 attended the Infant/Toddler classes at MECC. In 2019-2020, MECC will implement a PK4 class to serve these students. By 2021-2022, MECC will implement four (4) PK4 classes to serve 100% of the students who have been served in the Infant/Toddler classes.
4. In 2019-2020, thirteen (13) out of fifteen (15), 87%, of the students enrolled in PK4 attended the Infant/Toddler classes at MECC. Of the two (2) students who did not attend, both moved away from Galveston. In addition, twenty-five (25) out of a possible thirty-four (34) students from the Infant/Toddler program enrolled in the PK3 classes at MECC. Of the nine PK3 eligible students who did not enroll, 1 was special needs and went to Galveston ISD PPCD program, 3 went to private schools, and 5 moved away from Galveston. The Moody Early Childhood Center will have 95% of the students moving from the Infant/Toddler

Targets (SMART Goals):

1. MECC has established a Business Operations Manual. In 2019-2020, MECC will review and update this document to ensure processes and procedures are in place for fiscal integrity, and schedule annual reviews to ensure resources are allocated appropriately and procedures are being followed.
2. Beginning in 2019-2020, MECC will strengthen and identify additional funding opportunities by applying for a minimum of three (3) additional programs, foundation, state, or federal, annually.
3. In the 2019-2020 school year, MECC is implementing Lead Teachers to assist with classroom observations, continuous feedback, and timely communication. 100% of MECC classroom staff will receive continuous feedback via walk-through documentation, professional development, and will receive appropriate evaluation tools will be used at 60, 90, formative and summative reviews.
4. In the 2017-2018 school year, the attendance rate for the PK3 students was 92%; however, it fell to 90% in the 2018-2019 year. There was no system to document the staff attendance rate for the 2018-2019 school year. For the 2019-2020 school year, the PK student attendance rate will increase to 91%, then subsequently raise .5% annually. MECC has purchased a new payroll system to assist in monitoring staff attendance beginning the 2019-2020 year. In 2019-2020, staff will have a 95% attendance rate for the 2019-2020 school year and increase at a .5% annually.
5. In 2019-2020, MECC will receive accreditation from the National Association for the Education of Young Children (NAEYC), becoming the only facility on Galveston Island receiving that distinction and will maintain the program distinction for the subsequent plan years.
6. 100% of MECC staff will receive high quality professional development during all program years 2019-2022. Staff development opportunities will be targeted to school initiatives, and individual staff needs/interests.

Strengthening Our Partnerships

Goal: Increase students and families' connectedness to school utilizing staff and community partners to strengthen the support and connection families have to student engagement.

Targets (SMART Goals):

1. Beginning in the 2019-2020, MECC staff will actively participate in regularly scheduled partner discussions with GISD facilitated by MAYA consulting, the TEA School Transformation Partner.
2. MECC will increase community partnerships by three (3) agencies annually who actively partner by participating in advisory meetings, or assist with resources for families, students or staff in the 2019-2020 and subsequent program years.

Ensuring Effective Leadership

Goal: The Moody Early Childhood Leadership will exemplify the founding principles of the organization and make decisions that will successfully move the organization forward.

Targets (SMART Goals):

1. 100% of MECC Board members and administrators will receive and complete the annual training requirements for charter school and district leadership on or before May 31 of each year.
2. In 2018-2019 school year, MECC updated the program by-laws to reflect the growing organization's needs. Beginning in the 2019-2020 program year, MECC will implement rotating board terms and length of service and 100% of the MECC Board members will be designated a length of term service.

Three Year Strategic Plan
Moody Early Childhood Center
2019 – 2022



"Giving all Galveston children the opportunity to soar"

Endorsements

Endorsement by Board of Directors	Signed..... Name..... Betty Massey Date.....
Endorsement by Executive Director	Signed..... Name..... Karin Miller Date.....

School Profile

<p>Purpose</p>	<p>Moody Early Childhood Center (MECC) was established to ensure that all Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. Our PURPOSE is to provide a warm, caring and stimulating early childhood educational environment to provide the foundation skills necessary for our children to succeed as lifelong learners.</p>
<p>Mission</p>	<p>Our MISSION is to provide a safe, nurturing and developmentally appropriate program which fosters active learning, support for the whole child, and a child friendly environment. MECC fosters innovation, embraces teamwork, strives for excellence, respects and supports families, commits to service at all levels, respects and appreciates diversity, actively listens and seeks to understand, communicates openly and productively, uses resources creatively and responsibly and abides by the NAEYC code of ethics.</p>
<p>Vision</p>	<p>Our VISION for the Moody Early Childhood Center is to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed.</p> <ol style="list-style-type: none"> 1. Our students have the individual skills and knowledge to succeed in a rapidly changing world. 2. Our students, staff and community learn, and are cared for, in an environment that reflects our school values. 3. The school ethos adds value to each child's life through an interdependent partnership among parents, staff and students. 4. Implement the 12 Quality Standards <ul style="list-style-type: none"> • safe and supportive environment, • active and engaged learning, • skill building, • youth voice and leadership, • healthy choices and behaviour, • diversity, access, and equity, • quality staff, • clear vision, mission, and purpose, • collaborative partnerships, • continuous quality improvement • program management, and • sustainability <p>in order to provide the foundation on which the school operates and students, staff and parents learn.</p>

Values	<ul style="list-style-type: none"> • EMBRACE OUR DIFFERENCES • LEARN FROM OUR MISTAKES • CELEBRATE ALL SUCCESS • SERVE WITH RESPECT • ACT WITH INTEGRITY • CONSIDER OTHERS BEFORE SELF • BE THANKFUL
Program Overview	<p>Moody Early Childhood Center is a school community which is based on strong values. Our focus on the academic, social and emotional wellbeing of each of our 330 students is based on a common understanding of what it means to live by the values.</p> <p>To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.</p> <p>Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of <i>learning</i>.</p> <p>We have invested, and continue to invest, a significant amount of money, personnel and time in the professional learning of staff. Generally, as we experience a 15 - 20% changeover of staff each year, it is important that we maintain this level of investment and therefore we place priority on maintaining strong goal congruence through our focussed professional learning.</p> <p>Our attractive facility ensures the safety of all students and create an environment which caters for a range of learning opportunities. Age appropriate activities aligned with stimulating rigor coupled with passive and active play are paramount in the overall methodology used when teaching our students.</p> <p>The school community has a diverse ethnic population with 13 nationalities represented, 26% are English Language Learners, 43% are At-Risk, and 4% are being served through Special Education services. Overall, our students are 81.1% economically disadvantaged, as indicated as qualifying for financial assistance through WorkSource, enrolling on scholarship, or qualifying for the free/reduced meal plan which truly is in lock step with the Galveston Independent School District In keeping with Moody Early Childhood Center.</p> <p>Strong relationships and clearly documented processes are keys to the smooth operation of our school; offering consistency of approach in programs and welfare and strong accountability to our community and Texas Department of Family and Protective Services (DFPS). Senior staff members are assigned to the Infant-Toddler and Pre-K areas to serve "Lead Teachers" who observe, mentor and coach the staff members, as well as an Education Advocate is in place to provide support for children, parents and staff.</p> <p>The MECC Board of Directors is a keystone to the stability of the program. The Board not only governs, but believes in providing any assistance needed for the program to be successful. In addition to the support of the Board, MECC could not survive without the generous support our funders contribute for the resources allocated to our classrooms and resources for our families.</p> <p>MECC has strong ties to the families and community partners exhibited by the large variety of programs and resources that are able to be offered.</p>

	<p>A key priority is to maintain and strengthen our learning approach and program, with all staff being trained every year prior to the beginning of the school year. Coupled with the high level of professional knowledge within our own staff, our focus on quality learning throughout our professional learning program was, and continues to be, of a high standard. Our school operates according to the Quality Framework based on a systems view (outlined on the next page) strong relationships founded on values, and agreed processes.</p>
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Serving Our Students

		Key improvement strategies
Goals	Increase student access to a high quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.	<ol style="list-style-type: none"> 1. Enroll and educate a minimum of 120 infants and toddlers maintaining the school's commitment that the majority of students served (60%) reside in lower income household on Galveston Island. 2. Hire high quality and motivated staff that exemplifies the Core Values of MECC. 3. Implement Infant & Toddler developmental benchmark assessments that follow the students as they progress through the program. 4. Initiate opportunities to expand PreK4 availability to students served in MECC Infant and Toddler program and PreK3. 5. Offer students served in the MECC infant and toddler program the opportunity to remain on the campus until they complete PreK4. 6. Diversify the socio-economic composition of the PreK student body
Targets	<p>Develop a retention plan for infant/toddler students</p> <p>Year 1: Implement first PreK4 class at MECC Enrollment 120 infant/toddlers 150 PK3 15 PK4 Infant & Toddler Benchmarks: 80% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 80% PK3 & 4 students will achieve mastery</p> <p>Year 2: Implement two additional PreK4 classes at MECC Enrollment 120 infant/toddlers 150 PK3 45 PK4 Infant & Toddler Benchmarks: 85% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 85% PK3 & 4 students will achieve mastery</p> <p>Year 3: Implement four PreK4 classes at MECC Enrollment 120 infant/toddlers 150 PK3 60 PK4 Infant & Toddler Benchmarks: 90% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 90% PK3 & 4 students will achieve Mastery</p> <p>1. During MECC year of 2016-2017, 50% of the twenty (20) staff members had higher credentialing. Beginning the 2019-2020 program year, 55% of the sixty (60) staff employed have advanced credentials. By the 2021-2022 school year, MECC is striving for 75% of all staff with advanced certificates.</p> <p>2. In the 2018-2019 school year, students enrolled in the infant and toddler program met 75% of their developmental goals before they advanced to the next age group. For the 2019-2020 school year, infant and toddler students must meet 80% of their</p>	

developmental goals before moving into the next class, or have an intervention plan in place to assist with remediations.

3. In 2018-2019, fifteen (15) students enrolled in PK3 attended the Infant/Toddler classes at MECC. In 2019-2020, MECC will implement a PK4 class to serve these students. By 2021-2022, MECC will implement four (4) PK4 classes to serve 100% of the students who have been served in the Infant/Toddler classes.

4. In 2019-2020, thirteen (13) out of fifteen (15), 87%, of the students enrolled in PK4 attended the Infant/Toddler classes at MECC. Of the two (2) students who did not attend, both moved away from Galveston. In addition, twenty-five (25) out of a possible thirty-four (34) students from the Infant/Toddler program enrolled in the PK3 classes at MECC. Of the nine PK3 eligible students who did not enroll, 1 was special needs and went to Galveston ISD PPCD program, 3 went to private schools, and 5 moved away from Galveston. The Moody Early Childhood Center will have 95% of the students moving from the Infant/Toddler program in 2019-2020 enroll and attend MECC PK4 in 2020-2021 and increase to 100% in the 2021-2022 school year.

5. In 2018-2019, MECC students enrolled in PK3 who had attended Infant/Toddler program achieved the following results on Galveston ISD Student Learning Objectives (SLO) and campus-based assessments:

SLO	# Students	Letter	% Letter	Vocab	% Vocab	#	% Number
MECC Student	15	14	93%	15	100%	14	93%
New Student	113	91	81%	91	81%	86	76%

13% 19% 17%

Report Card	# Students	CL	% CL Letter	LL	% LL	#	% Number	Counting	% Counting	Colors	% Colors	Shapes	% Shapes
MECC Student	14	13	93%	11	79%	13	93%	14	100%	14	100%	13	93%
New Student	119	98	82%	80	67%	95	80%	92	77%	97	82%	98	82%

Letter = Letter Identification (Identifies 10 letters)

Vocab = Vocabulary (Identifies 90+ vocabulary words identified in the curriculum)

CL = Capital Letter Identification (10 or more)

LL = Lower Case Identification (10 or more)

= Number Identification (1-5)

Counting = Rote counting (1-15)

Colors = Identifying Colors (11)

Shapes = Identifying Shapes (6)

For the 2019-2020 school year, 100% of students attending the PK3 or PK4 classes who had been enrolled in the Infant/Toddler program will meet or exceed the goals established in the campus-based assessments, and 80% of students new to MECC will meet or exceed the goals established. MECC will continue to increase the goal of the students new to MECC achieving the goal by 5% in 2020-2021, and 2021-2022.

6. While there is no data on Kindergarten readiness for MECC students in prior years, 100% of students attending PK4 classes at MECC will test as Kindergarten ready through the CIRCLE or TPRI/Tejas Lee assessment at the end of the 2019-2020

7. Graduate at least 90% of PreK4 students assessed as Kindergarten ready.

8. Evaluate the potential of increasing student services to include additional PK classes and/or center expansion

	program year.	
Theory of action	<p>Establishing an agreed school culture is the basis of a successful operation. This should include a set of guiding principles and undertakings for all areas of school improvement.</p> <p>The development of an instructional model:</p> <ul style="list-style-type: none"> • Supports schools to develop a shared language about teacher practice. • Supports teacher reflection and informs the professional learning needed. • Engages and motivates teachers to consider how their teaching practice can best support student learning. <p>By developing a deep understanding of the content and skills described in each developmental level and student academic standards, teachers are better able to plan for, teach and assess all of the students in their care.</p> <p>As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must grow their ability to interpret and apply teacher based assessment criteria.</p> <p>By engaging in a program of targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education dialogue.</p>	
Year 1 (2019-2020)	Actions	Success criteria
<p>Develop a instructional model based off PPP (Presentation, Practice, Production) that demonstrates exemplary teaching and active student engagement.</p> <p>All teaching staff members to have a thorough understanding of the Frog Street curriculum continuum including</p>	<ul style="list-style-type: none"> • Develop and implement a recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Create one PK4 classroom at MECC (3,4) • Develop and implement the instructional model (PPP-Present, Practice, Production) and align teaching strategies with FrogStreet curriculum and refine as necessary (2,6) • Develop and implement a program of targeted Professional Learning (PL) to develop thorough understanding of small group instructional model (2,6) • Deliver Professional Learning (PL) on differentiating curriculum material (2,6) • Provide professional learning on purpose of assessment and its implications for learning (2,6) • Provide professional learning on types of data and how to interpret it; whole school cohort, class, groups and individual (2,6) • Increase opportunities for planning both horizontally and vertically (2,6) • Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for staff learning and improved teacher practice (2,6) 	<ul style="list-style-type: none"> • Review and disaggregate school enrollment data to determine effectiveness or recruitment/retention plan • Alignment between unit planning and Frog Street curriculum • Evidence of differentiated curriculum in planning • Documented evidence that data has led to differentiation of the curriculum and that all students are taught at their individual point of need

<p>content and skills covering a range of standards.</p> <p>Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Develop a Professional Learning (PL) Plan that is clearly focused and aligned with the strategic intentions of the school.</p>		<p>(their point of cognitive challenge)</p> <ul style="list-style-type: none"> • Identification and provision of curriculum that catered for and challenged each student • Year level based smart goals which ensure teachers use their data to effectively plan differentiated curriculum for student learning • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children through assessment data. • Appropriate PK4 student assessment to measure kindergarten readiness skills • Documented PL Plan • Staff feedback regarding effectiveness, relevance and timeliness of PL plan
<p>Year 2 (2020-2021)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Continue the instructional model based off PPP (Presentation, Practice, Production) principles</p> <p>All teaching staff members to have a thorough understanding of the</p>	<ul style="list-style-type: none"> • Implement additional PK4 classrooms to MECC campus (3,4) • Continue implementation, review effectiveness and refine recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Implementation of our instructional model throughout the year and gathering of feedback with the view to refine it when necessary (2,6) • To develop teaching and learning protocols for key curriculum areas in line with our Instructional model (2,6) • Strengthen connections between the learning areas of the FrogStreet curriculum so that the delivery is more streamlined and that concepts are introduced with increased authenticity and purpose, particularly in critical and creative thinking (2,6) • Continue to implement Professional Learning on differentiation of the curriculum so that each student is taught from point of 	<ul style="list-style-type: none"> • Completion of the Study stage of our PDSA (Plan Do Study Act) for Professional Learning Plan and PPP instructional model • Documentation of teaching and learning protocols in key identified areas e.g. Literacy, Vocabulary and

<p>Frog Street curriculum continuum including content and skills covering a range of standards.</p> <p>Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Institute and refine a Professional Learning (PL) Plan that is clearly focused and aligned with the strategic intentions of the school.</p>	<p>cognitive challenge (zone of proximal development) (2,6)</p> <ul style="list-style-type: none"> • Continue to track students who have been enrolled in MECC since Infant/Toddler program in comparison with “newly” enrolled children. (2,6) • To strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice (2,6) 	<p>Mathematics</p> <ul style="list-style-type: none"> • Integration of theme concepts and related content in lesson plan development • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with “newly” enrolled children through assessment data. • Appropriate PK4 student assessment to measure kindergarten readiness skills • Consistent evidence of differentiated instruction in unit and weekly planning • Documented PL plan • Staff feedback in regards to effectiveness, relevance and timeliness of PL plan
<p>Year 3 (2021-2022)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Continue the instructional model based off PPP (Presentation, Practice, Production) principles</p> <p>All teaching staff members to have a thorough understanding of the Frog Street curriculum continuum including content and skills</p>	<ul style="list-style-type: none"> • Implement additional PK4 classrooms to MECC campus (3,4) • Continue implementation, review effectiveness and refine recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Continue to implement our instructional model (Act stage of PDSA) (2,6) • Further develop key teaching and learning protocols in core subjects of Literacy, Vocabulary and Mathematics (2,6) • Strengthen teachers understanding of critical and creative thinking, and the connections between learning areas of the FrogStreet curriculum (2,6) • Continue to integrate concepts and content of learning areas to build deeper knowledge of the standards (2,6) • Continue to implement Professional Learning on differentiation of the curriculum so that each student is taught from point of cognitive challenge (zone of proximal development) (2,6) • Continue to track students who have been enrolled in MECC since Infant/Toddler program in comparison with “newly” enrolled children. (2,6) 	<ul style="list-style-type: none"> • Evaluate effectiveness of our instructional model (Completion of the Act stage of our PDSA) • Documentation of teaching and learning protocols in key identified areas e.g. Literacy, Vocabulary and Mathematics • Integration of theme concepts and related content in lesson plan development

<p>covering a range of standards.</p> <p>Monitor teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Evaluate the Professional Learning (PL) Plan that is clearly focused and aligned with the strategic intentions of the school.</p>	<ul style="list-style-type: none"> • Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice (2,6) 	<ul style="list-style-type: none"> • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children through assessment data. • Appropriate PK4 student assessment to measure kindergarten readiness skills • Consistent evidence of differentiated instruction in unit and weekly planning • Evaluate and refine PL plan • Staff feedback in regards to effectiveness, relevance and timeliness of PL plan
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Supporting Our Families

		Key improvement strategies
Goals	Increase all families' connectedness and participation in school, and community by expanding their knowledge and access to resources and educational opportunities.	<ol style="list-style-type: none"> 1.Ensure the family engagement activities offered include topics that are relevant to full spectrum of MECC's family base. 2.Allocate resources appropriate to facilitate a high quality family engagement, empowerment, and education program. 3.Work with Galveston Urban Ministries to develop a referral process for families to participate in the "Getting Ahead" training 4.Implement strategies learned in Ruby Payne "A Framework for Understanding Poverty" in family engagement class discussions/meetings 5.Implement and track family engagement and goals using Optima case management and reporting system
Targets	<p>1.58% of the MECC families working with our Family Advocates met half of their family goals they established in the 2018-2019 school year. For the 2019-2020 school year, 75% of the MECC families working with our Family Advocates will meet or exceed 75% of their established short-term goals documented through the Optima case management system.</p> <p>2.MECC offers a variety of activities for parents and families, including parenting, financial training, developmental educational workshops, health/social-emotional classes, and family events. For the upcoming 2019-2020 program year, MECC will offer a minimum of five (5) programs each month to expand participation.</p>	
Theory of action	<p>Connectedness with family members, educators and students is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood.</p> <p>By working together with a clear focus and shared understanding we improve our chances of achieving our goals.</p>	
Year 1 (2019-2020)	Actions	
<p>Create and implement a Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan</p> <p>Provide authentic opportunities for increased participation by families in family engagement</p>	<ul style="list-style-type: none"> • Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) • Implement Otima system to monitor parent participation (5) • Staff will meet with families to perform an intake to assess family needs (1,2,3,4) • Staff members will assist families in developing attainable short and long term goals (1,2,3,4,5) 	Success criteria
		<ul style="list-style-type: none"> • Input from focus groups considered and used to determine activities and resources • Reports generated through Optima to show families progress (December, April, and August) • Family engagement groups and class attendance will be monitored for participation • Participation reports for class meetings and meeting with Family

<p>activities</p> <p>Ensure family engagement activities support recruitment/retention plan</p>	<ul style="list-style-type: none"> • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) • Staff members will regularly meet with families to provide strategies to mitigate economic barriers (3,4) • Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5) • MECC will partner with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5) 	<p>Advocate reviewed monthly</p> <ul style="list-style-type: none"> • Establish and implement processes and protocols to support successful transitions into, through and beyond the school
<p>Year 2 (2020-2021)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Monitor and refine Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan</p> <p>Provide authentic opportunities for increased participation by families in family engagement activities</p> <p>Ensure family engagement activities support recruitment/retention plan</p>	<ul style="list-style-type: none"> • Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) • Utilize Otima system to monitor parent participation (5) • Staff will continue to meet with families to perform an intake to assess family needs (1,2,3,4) • Staff members will assist families in developing attainable short and long term goals (1,2,3,4,5) • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) • Staff members will regularly meet with families to provide strategies to mitigate economic barriers (3,4) • Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5) • MECC will increase student participation with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5) 	<ul style="list-style-type: none"> • Input from focus groups considered and used to determine activities and resources • Reports generated through Optima to show families progress (December, April, and August) • Family engagement groups and class attendance will be monitored for increased participation • Participation reports for class meetings and meeting with Family Advocate reviewed monthly • Monitor and refine processes and protocols to support successful transitions into, through and beyond the school to determine success
<p>Year 3 (2021-2022)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Evaluate and adjust Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan</p> <p>Provide authentic opportunities for increased participation by families in family engagement activities</p> <p>Ensure family engagement activities support recruitment/retention plan</p>	<ul style="list-style-type: none"> • Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) • Utilize Otima system to monitor parent participation (5) • Staff will continue to meet with families to perform an intake to assess family needs (1,2,3,4) • Staff members will assist families in developing attainable short and long term goals (1,2,3,4,5) • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) • Staff members will regularly meet with families to provide strategies to 	<ul style="list-style-type: none"> • Input from focus groups considered and used to determine activities and resources • Reports generated through Optima to show families progress (December, April, and August) • Family engagement groups and class attendance will be monitored for increased participation • Participation reports for class meetings and meeting with Family Advocate reviewed monthly • Evaluate effectiveness of processes and protocols to support successful transitions into, through and beyond the school

	<p>mitigate economic barriers (3,4)</p> <ul style="list-style-type: none">• Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5)• MECC will increase student participation with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5)	
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Advancing Our Center		Key improvement strategies
Goals	<p>To ensure all our resources, including staffing, physical resources, school organization and educational resources are aligned to strengthen and support our work in implementing our School Strategic Plan and our School Vision</p> <p>Develop a sustainable and replicable business model</p> <p>Ensure MECC is recognized as a regional, state-wide, and national model as high-quality early childhood education</p>	<ol style="list-style-type: none"> 1.Pursue and Achieve NAEYC accreditation 2.Stabilize our staffing (hiring and retaining the best and brightest), instilling the founding principles and core values of MECC (i.e. high-quality education, excellence in all we do, exceptional customer service) 3.Ensure processes and procedures are in place for fiscal integrity 4.Strengthen and identify additional funding opportunities

<p>Targets</p>	<ol style="list-style-type: none"> 1. MECC has established a Business Operations Manual. In 2019-2020, MECC will review and update this document to ensure processes and procedures are in place for fiscal integrity, and schedule annual reviews to ensure resources are allocated appropriately and procedures are being followed. 2. Beginning in 2019-2020, MECC will strengthen and identify additional funding opportunities by applying for a minimum of three (3) additional programs, foundation, state, or federal, annually. 3. In the 2019-2020 school year, MECC is implementing Lead Teachers to assist with classroom observations, continuous feedback, and timely communication. 100% of MECC classroom staff will receive continuous feedback via walk-through documentation, professional development, and will receive appropriate evaluation tools will be used at 60, 90, formative and summative reviews. 4. In the 2017-2018 school year, the attendance rate for the PK3 students was 92%; however, it fell to 90% in the 2018-2019 year. There was no system to document the staff attendance rate for the 2018-2019 school year. For the 2019-2020 school year, the PK student attendance rate will increase to 91%, then subsequently raise .5% annually. MECC has purchased a new payroll system to assist in monitoring staff attendance beginning the 2019-2020 year. In 2019-2020, staff will have a 95% attendance rate for the 2019-2020 school year and increase at a .5% annually. 5. In 2019-2020, MECC will receive accreditation from the National Association for the Education of Young Children (NAEYC), becoming the only facility on Galveston Island receiving that distinction and will maintain the program distinction for the subsequent plan years. 6. 100% of MECC staff will receive high quality professional development during all program years 2019-2022. Staff development opportunities will be targeted to school initiatives, and individual staff needs/interests. 	
<p>Theory of action</p>	<p>By working together with a clear focus and shared understanding we improve our chances of achieving our goals.</p>	

Year 1 (2019-2020)	Actions	Success criteria
<p>Strengthen MECC sustainability by utilizing diversified strategies which includes performance measures, operational efficiency, fiscal accountability, and stakeholder involvement</p>	<ul style="list-style-type: none"> • Begin application process and schedule observation visit for NAEYC accreditation (1) • Staff advisory committee will meet twice a year to discuss relevant organizational activities (2) • Lead Teachers will be used to assist with communication, coaching, and planning (2) • Common planning times will be used for all age levels (2) • Team building events will be planned by staff (2) • Re-negotiate rates with WorkForce Solutions (4) • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<ul style="list-style-type: none"> • Application process for NAEYC completed and accreditation visit scheduled. • Staff advisory meeting dates and times set • Lead teachers hired • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • New rates of reimbursement assigned by WorkForce Solutions • Adopt three-year strategic plan and budget projection • Evaluate effectiveness and modify fundraising plan as needed • MECC will apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures • Highlight MECC accomplishments through social media, trade magazines, and other publications
Year 2 (2020-2021)	Actions	Success criteria
<p>Strengthen MECC sustainability by utilizing diversified strategies which includes performance measures, operational efficiency, fiscal accountability, and stakeholder involvement</p>	<ul style="list-style-type: none"> • Observation visit for NAEYC accreditation (1) • Staff advisory committee will meet twice a year to discuss relevant organizational activities (2) • Lead Teachers will be used to assist with communication, coaching, and planning (2) • Common planning times will be used for all age levels (2) • Team building events will be planned by staff (2) • Re-negotiate rates with WorkForce Solutions (4) • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<ul style="list-style-type: none"> • NAEYC accreditation visit completed. • Attendance at the staff advisory meetings is documented • Lead teachers in place to cover all age levels • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • New rates of reimbursement assigned by WorkForce Solutions as needed • Review and update three-year strategic plan and budget . Extend to five-year plan and projections if needed. • Evaluate effectiveness and modify fundraising plan as needed • MECC will continue to apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures • Continued highlighting of MECC accomplishments through social

Year 3 (2021-2022)	Actions	Success criteria
<p>Strengthen MECC sustainability by utilizing diversified strategies which includes performance measures, operational efficiency, fiscal accountability, and stakeholder involvement</p>	<ul style="list-style-type: none"> • Maintain NAEYC accreditation (1) • Staff advisory committee will meet twice a year to discuss relevant organizational activities (2) • Lead Teachers will be used to assist with communication, coaching, and planning (2) • Common planning times will be used for all age levels (2) • Team building events will be planned by staff (2) • Re-negotiate rates with WorkForce Solutions (4) • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<p>media, trade magazines, and other publications</p> <ul style="list-style-type: none"> • MECC listed as a NAEYC accredited school • Staff advisory meeting dates and times set and attendance documented • Lead teachers in place to cover all age levels • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • New rates of reimbursement assigned by WorkForce Solutions for NAEYC accredited facility • Review and update strategic plan and budget • Evaluate effectiveness and modify fundraising plan as needed • MECC will continue to apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures

Strengthening Our Partnerships		Key improvement strategies
Goals	Increase students and families' connectedness to school utilizing staff and community partners to strengthen the support and connection families have to student engagement.	1.Continue to work with Galveston Independent School District (GISD) to remove the roadblocks to success
Targets	<p>1. Beginning in the 2019-2020, MECC staff will actively participate in regularly scheduled partner discussions with GISD facilitated by MAYA consulting, the TEA School Transformation Partner.</p> <p>2. MECC will increase community partnerships by three (3) agencies annually who actively partner by participating in advisory meetings, or assist with resources for families, students or staff in the 2019-2020 and subsequent program years.</p>	<p>2.Explore a stronger partnership with Galveston Urban Ministries, specifically for the purpose of opening the "Getting Ahead..." program to more MECC parents</p> <p>3.Explore a stronger partnership with Galveston College for access to programs and financial aid for more MECC parents</p> <p>4.Explore a partnership with DTriple C and its new 4-year early education degree program</p>
Theory of action	<p>Connectedness with students, family, and the community is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood for students.</p> <p>By working together with a clear focus and shared understanding we improve our chances of achieving our goals.</p>	<p>5.Utilitize the parent and community advisory committees to broaden MECC's access to community resources that will benefit our students and families.</p> <p>6.Provide support for community partners in areas other than their work who work directly with MECC</p> <p>7.Continue to develop support systems for other early childhood education centers on the Island.</p>
Year 1 (2019-2020)	Actions	Success criteria
<p>Increase family, community, and stakeholder involvement</p> <p>Ensure current community partnerships are strengthened</p> <p>Identify new potential community partners</p>	<ul style="list-style-type: none"> • Involve parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) • Implement ongoing communication with GISD personnel utilizing MAYA as the group facilitator (1,6) • Implement ongoing communication with GISD finance department (1,6) • Family Advocate assigned to refer families to Galveston Urban Ministries "Getting Ahead..." training (2,6) 	<ul style="list-style-type: none"> • Input from parent and community advisory groups considered • Weekly meeting dates and times established for SB1882 partnership meetings • Monthly meeting dates and times established with GISD finance personnel • Families documented completion of "Getting Ahead..." program • Documented meeting dates and times for Family Advocate and Galveston College representative • Increased number of families accessing Galveston College programs

	<ul style="list-style-type: none"> Family Advocate will reach out to contact assigned to Galveston College by Board Vice-President for family access to programs and financial aid (3,6) Increase the number of families participating in programs offered through Galveston College (3,6) Executive Director will research information regarding DTripleC 4-year early education degree (4) Executive Director will continue and evaluate effectiveness of the Early Childhood Professional Development Grant to help support professional development needs of childcare facilities on the island. (7) 	<ul style="list-style-type: none"> Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree Early childhood professional development opportunities will be provided to Galveston childcare facilities Early Childhood Professional Development Grant evaluation data will be collected from participating childcare facilities to determine grant effectiveness for continuation.
	Actions	Success criteria
<p>Year 2 (2020-2021)</p> <p>Increase family, community, and stakeholder involvement</p> <p>Ensure current community partnerships are strengthened</p> <p>Identify new potential community partners</p>	<ul style="list-style-type: none"> Continue involvement of parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) Implement ongoing communication with GISD personnel utilizing MAYA as the group facilitator (1,6) Implement ongoing communication with GISD finance department (1,6) Family Advocate assigned to increase referral of MECC families to Galveston Urban Ministries "Getting Ahead..." training (2,6) Family Advocate will continue outreach to contact assigned to Galveston College by Board Vice-President for increased family access to programs and financial aid (3,6) Increase the number of families participating in programs offered through Galveston College (3,6) Executive Director will discuss staff continuing education opportunities including DTripleC 4-year early education degree with staff in staff advisory committee and other staff training events (4) 	<ul style="list-style-type: none"> Input from parent and community advisory groups considered Monthly meeting dates and times established for SB1882 partnership meetings Monthly meeting dates and times established with GISD finance personnel Families documented completion of "Getting Ahead..." program Documented meeting dates and times for Family Advocate and Galveston College representative Increased number of families accessing Galveston College programs Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree
	Actions	Success criteria
<p>Year 3 (2021-2022)</p> <p>Increase family, community, and stakeholder involvement</p> <p>Ensure current community partnerships are strengthened</p> <p>Identify new potential community partners</p>	<ul style="list-style-type: none"> Continue involvement of parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) Attend ongoing communication meetings with GISD personnel utilizing MAYA as the group facilitator (1,6) Implement ongoing communication with GISD finance department (1,6) 	<ul style="list-style-type: none"> Input from parent and community advisory groups considered Monthly meeting dates and times established for SB1882 partnership meetings Monthly meeting dates and times established with GISD finance personnel Families documented completion of "Getting Ahead..." program Documented meeting dates and times for Family Advocate and

	<ul style="list-style-type: none"> • Family Advocate assigned to increase referral of MECC families to Galveston Urban Ministries "Getting Ahead..." training (2,6) • Family Advocate will continue outreach to contact assigned to Galveston College by Board Vice-President for increased family access to programs and financial aid (3,6) • Increase the number of families participating in programs offered through Galveston College (3,6) • Executive Director will discuss staff continuing education opportunities including DTripleC 4-year early education degree with staff in staff advisory committee and other staff training events (4) 	<p>Galveston College representative</p> <ul style="list-style-type: none"> • Increased number of families accessing Galveston College programs • Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree • Early childhood professional development opportunities will be provided to Galveston childcare facilities
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Ensuring Effective Leadership		Key improvement strategies
Goals	The Moody Early Childhood Leadership will exemplify the founding principles of the organization and make decisions that will successfully move the organization forward.	1. Ensure the Board is prepared for transition in volunteer leadership 2. Ensure the MECC leadership has the training needed to implement a high-quality program.
Targets	1. 100% of MECC Board members and administrators will receive and complete the annual training requirements for charter school and district leadership on or before May 31 of each year. 2. In 2018-2019 school year, MECC updated the program by-laws to reflect the growing organization's needs. Beginning in the 2019-2020 program year, MECC will implement rotating board terms and length of service and 100% of the MECC Board members will be designated a length of term service.	
Theory of action	Connectedness with family members, educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood. By working together with a clear focus and shared understanding we improve our chances of achieving our goals.	
Year 1 (2019-2020)	Actions	Success criteria
Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management. Create continuity through identification of potential valued Board members	<ul style="list-style-type: none"> MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) Board Secretary and his board development committee will develop a bank of potential board members meeting the skill sets identified (1) Engage the Board of Advisors in committee work with each committee chair identifying one advisor to invite to join his or her committee (2) Assign a board member to work with the Professional Advisory 	<ul style="list-style-type: none"> Board and MECC administration will receive annual training on the role of the Board Board member will be assigned to oversee the Professional Advisory Committee Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings Board committees will be established with a committee chair and at least one additional Board member to serve Board committees will meet regularly and documentation of agenda and attendance will be maintained Potential Board member bank will be developed for possible members

	Committee to set a meeting schedule, and determine roles, and responsibilities that meet their level of interest (1,2)	
Year 2 (2020-2021)	Actions	Success criteria
<p>Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management.</p> <p>Create continuity through identification of potential valued Board members</p>	<ul style="list-style-type: none"> • MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) • Identify additional training for Board members and MECC administrative staff (2) • Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) • Board Secretary and his board development committee will update and identify a potential board members who have expressed an interest in serving (1) • Engage the Board of Advisors in committee work with each committee chair identifying one advisor to invite to join his or her committee (1,2) • Assign a board member to work with the Professional Advisory Committee to set a meeting schedule, and determine roles, and responsibilities that meet their level of interest (1,2) 	<ul style="list-style-type: none"> • Board and MECC administration will receive annual training on the role of the Board • Board members and MECC administration will expand their knowledge base by receiving advanced training • Board member will be assigned to oversee the Professional Advisory Committee • Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings • Board committees will be established with a committee chair and at least one additional Board member to serve • Board committees will meet regularly and documentation of agenda and attendance will be maintained • Potential Board member bank will identify potential Board members
Year 3 (2021-2022)	Actions	Success criteria
<p>Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management.</p> <p>Create continuity through identification of potential valued Board members</p>	<ul style="list-style-type: none"> • MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) • Identify additional training for Board members and MECC administrative staff (2) • Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) • Potential Board members will be identified to fill open spaces (1) • Engage the Board of Advisors in committee work with each committee chair identifying one advisor to invite to join his or her committee (1,2) • Assign a board member to work with the Professional Advisory Committee to set a meeting schedule, and determine roles, and responsibilities that meet their level of interest (1,2) 	<ul style="list-style-type: none"> • Board and MECC administration will receive annual training on the role of the Board • Board members and MECC administration will expand their knowledge base by receiving advanced training • Board member will be assigned to oversee the Professional Advisory Committee • Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings • Board committees will be established with a committee chair and at least one additional Board member to serve • Board committees will meet regularly and documentation of agenda and attendance will be maintained • New Board members identified to fill open positions on the Board of Advisors