2024 – 2025 Action Plan

Bellfort Early Childhood Center

Cashe' Alexander

Principal

School Action Plan - Needs Assessment

District philosophy and guiding framework:

Core Beliefs Vision Theory of Action

Needs related to student achievement data

- Operations in prekindergarten adding and subtracting
- Improve Phonological Awareness skill in both prekindergarten and kindergarten
- Support Special education students meet IEP learning goals
- Restructure the kindergarten bilingual ELD block to focus on English SOR

Needs related to improving the quality of instruction

- Differentiated instruction throughout the lesson cycle to support learning for all students
- Age appropriate MRS strategies embed to increase students' discourse
- Writing across all content
- Higher order questioning throughout the lesson cycle
- Effective transition and routines to improve pacing of the lesson

System evaluation (philosophy, processes, implementation, capacity)

- Writing throughout the literacy and Math block
- Differentiated Instruction throughout the lesson cycle
- Strategic MRS at the Prekindergarten and kindergarten level
- Build knowledge capacity of Science of Reading in Prekindergarten
- Science of Reading in the Bilingual ELD block

KEY ACTION ONE

Key Action: Strengthen Bellfort ECC's leadership density by having consistent protocols to provide effective coaching.

Indicators of Success:

- The campus IRT observation score will be a 10 by the second walk in January and a 12 by the fourth walk in May.
- 70% of the teachers will score an average of 3 points or higher in Monitor and Adjust Instruction on the Spot Observation Form by January 2025; that percentage will increase to 80% by the end of the school year.
- 70% of the teachers will score an average of 5 points or higher in Engage and Delivery of Instruction on the Spot Observation Form by January 2025; that percentage will increase to 80% by the end of the school year.

Specific Actions- School leaders

- Assign Teacher leaders' mentees based on teachers' growth areas by September
- Distribute leadership roles and responsibilities across staff members to build capacity and promote shared ownership of school initiatives
- Host biweekly professional development on leadership and coaching with the teacher leader and campus leaders throughout the academic year.
- Host monthly collaborative coaching walks with the principal, assistant principals, teacher specialists, and teacher leaders beginning in September.
- Create targeted professional development for teachers based on walkthroughs.
- Monitor and track teacher growth quarterly by reviewing ratings from the teacher evaluation rubric.

Specific Actions- Staff

- Coach teachers using the teacher evaluation system.
- Participate in the learning PLC focusing on effective instructional practices.
- Participate in live coaching with a campus leader.
- lead weekly collaborative planning with grade-level teams focusing on lesson planning and internalization, alignment of activities, and deconstruction of standards/guidelines.
- Participates in peer observations and reflections.

Staff Development:

- Who- Administrators and Teacher Leaders
- What- Coaching and feedback

- When- monthly
- Where- on campus

Budget:

Proposed Item	Description	Amount
Staff Development	• Effective Coaching Practices • HISD Leader training	0.00
Materials/ Resources	• T-TESS Rubic • Spot Forms and data • Students Achievement data • Tiered Teachers • Get Better Faster Book	
Purchased Services		

KEY ACTION TWO

Key Action: Develop students' literacy skills by engaging in multiple response strategies through listening, speaking, reading, and writing.

Indicators of Success:

- Based on the CLI assessment the percentage of students' performing "OnTrack" in Phonological awareness skills will be 65% by MOY assessment in January; that percentage will increase to 75% by EOY assessment in May.
- Based on the CLI assessment the percentage of students' performing "OnTrack" in Alliteration will be 65% by MOY assessment in January; that percentage will increase to 75% by EOY assessment in May.
- 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Language Arts skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE
- Based on the Dibels and Lectura assessment the percentage of students' performing "at or above benchmark" will be 60% by MOY assessment in January; that percentage will increase to 75% by EOY assessment in May.

- 70% of the teachers will be rated proficient or higher in the area of Dimension 2.3 Communication during the 60 minutes observation by May 2024.

Specific Actions- School leaders

- Review and implement a pacing calendar for the appropriate phonics curriculum based on Grade level.
- Lead a monthly vertical alignment PLC focusing on accelerating and extending the curriculum for students who secured the learning.
- Provide ongoing professional development for teachers on effective Multiple Response Strategies (MRS) that integrate listening, speaking, reading, and writing.
- Conduct classroom observations focused on the use of MRS and provide feedback and support to teachers for improving literacy instruction.
- Use the campus data talk template to engage staff members in monthly formative data talks.
- Engage in weekly classroom observations and provide feedback.
- Collect monthly writing samples from teachers to guide students' literacy learning plans.

Specific Actions- Staff

- Follow the phonics pacing calendar to implement phonics instruction in their classrooms effectively.
- Systematically implement multiple responds strategies throughout lesson cycle through lesson planning
- integration of literacy skills across all subjects, ensuring that listening, speaking, reading, and writing are embedded in various content areas.
- plan writing activities in all subjects, using MRS to guide students through the writing process and improve their communication skills.
- Engage in daily small groups to increase and monitor student phonemic awareness skill.
- Monitor students' progress every three weeks and regroup according to the student's assessment results.
- Track student literacy data three times yearly (September, January, and May) with Circle and Dibels .
- Collect and assess monthly student writing samples based on the TELPAS Proficiency Level Descriptors. The teacher will use the data to create growth measures and focus skills.

Staff Development:

- Who- Teachers and Teacher Assistance
- What- Training and side by side planning and lesson internalization
- When- weekly
- Where- PLC

Budget:

Proposed Item	Description	Amount
Staff Development	• Training for whole and small group instruction for phonological awareness • HISD District PDs	0.00
Materials/ Resources	• 23-23 EOY Data • 24-25 District Assessment Data • Spot Data • Texas Pre-Kindergarten Guidelines	
Purchased Services		

KEY

Key Action: Strengthen all students' foundation of mathematics through conceptual and procedural curriculum.

Indicators of Success:

- 70% of kindergarten students will score at or above the 50th percentile in Math by January 2025 on the NWEA Map Assessment; that percentage will increase to 90% by May 2025.

	• Based on the CLI assessment the percentage of students' performing "OnTrack" in Operation will be 50% by MOY assessment in January; that percentage will increase to 65% by EOY assessment in May. • 70% of prekindergarten students will perform "OnTrack" on the Math overall score measured by CLI assessment by MOY; that percentage will increase to 85% by EOY. • 60% of Prekindergarten students will show a 10 point growth or higher on the Math total score on the CLI assessment from BOY to MOY; that percentage will increase to 85% by EOY. • Kindergarten students will meet projected growth targets (0.7) on the NWEA map math assessment for each semester which will account for 60% of students showing growth (1.8) across grade levels by January 2025; that percentage will increase to 80% by May 2025. • 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Math skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE.
	Specific Actions- School leaders • Frame the Implementation of Eureka by setting the expectations for learning PLCs and internalizing the lesson plan based on teacher and student actions during preservice. • Create targeted professional development for teachers based on walkthroughs with coaching and feedback. • Host PLC to support teacher internalization of Modules, Topics, and Lessons using backwards planning with module assessments and incorporating At-bats • Use the campus data talk template to engage staff members in monthly formative data talks.
	Specific Actions- Staff • Complete prework for PLC to internalize Modules, Topics, and Lessons using backwards planning • Submit annotated lessons from Eureka Math by Thursday of each week. • Plan mathematical discourse in classrooms, where students discuss concepts, strategies, and solutions, deepening their understanding. • Participate in At-Bats during the scheduled lesson internalization PLC biweekly and adjust lessons based on their students' needs.

- Analyze their formative assessment data (Module assessments, CLI assessments) monthly to identify students' strengths and weaknesses and plan for small group instruction throughout the school year.

Staff Development:

- Who- Administrators, Teachers, and Teachers Assistants
- What- Training and side by side planning and lesson internalization
- When-Weekly
- Where- all classroom

Budget:

Proposed Item	Description	Amount
Staff Development	Campus training for • Tier 1 instruction whole group, • Small group • Workstation. • HISD District PDs	0.00
Materials/ Resources	• 23-23 EOY Data • 24-25 District Assessment Data • Spot Data • Eureka Math / Zearn • Texas Pre-Kindergarten Guidelines • Math Manipulatives	0.00
Purchased Services		0.00

KEY

Key Action: Special education students will receive high quality instruction to support academic development.

Indicators of Success:

	• The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. • A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. • By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s). • By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. • By the end of the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.
	Specific Actions- School leaders • Provide all teachers with IEP accommodation /modification for every special education student • targeted professional development on differentiated instruction for teachers that aligns with school improvement goals and instructional best practices. • review data on the academic and behavioral progress of special education students and use this information to inform decisions. • Conduct weekly classroom observations for SPED classrooms to provide actionable feedback to teachers on their instructional practices.

Specific Actions- Staff

- address and integrate Individualized Education Program (IEP) goals and objectives into daily lessons and activities.
- Track student progress weekly
- analyze student performance data to identify trends, strengths, and areas for improvement and create student success plan
- Facilitate regular grade-level and content-area team meetings to promote collaborative planning and sharing of best practices
- Engage students using visual, auditory, kinesthetic, and tactile learning experiences to reinforce concepts and skills

Staff Development:

- Who- Teachers and Administration
- What-SPED department chair will provide PLC specific to SPED accommodation and modification. The team will also review student progress thru student work samples.
- When- Monthly
- Where-Classrooms serving SPED students

Budget:

Proposed Item	Description	Amount
Staff Development	Training for special education implementation and differentiate instruction	0.00
Materials/ Resources	• District SPED Department • ARD Documentation • Monthly PLC • Literacy and Math Manipulatives • Flexible seating	0.00
Purchased Services		0.00

Key Action: Campus improves English Proficiency for Emergent Bilingual students

Indicators of Success:

- The leadership team will conduct four spots a month during the ELD block by middle of year 65% of spots will be rate 9 or high; that percentage will increase to 80% by May 2025.
- DIBELS: By June 2025, campus will see 12% increase in percent of total students who hit composite score benchmark as compared to EOY SY23-24.
- 60% of emergent bilingual kindergarten students will receive an Intermediate or higher proficiency rating on the listening or speaking domain of the TELPAS assessment by April.
- By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.

Specific Actions- School leaders

- Establish a structured ELD framework aligned with state standards that outlines the objectives, instructional strategies, and language goals for each proficiency level.
- Organize ongoing professional development for teachers focused on effective ELD strategies, language acquisition theories, and differentiation techniques.
- Establish a system for regularly monitoring student progress in the ELD block through formative assessments, observations, and student work samples.
- Conduct classroom observations focused on the ELD block and provide feedback and support to teachers for improving literacy instruction.
- Engage in weekly classroom observations of the ELD block and provide feedback.
- Collect monthly writing samples from teachers to guide students' literacy learning plans.

Specific Actions- Staff

- Ensure teachers create detailed lesson plans for the ELD block that incorporate explicit language objectives, scaffolding strategies, and opportunities for language practice across all four domains (speaking, listening, reading, and writing).

- Create a language-rich environment in the school by displaying bilingual signs, labels, and visual aids that promote language learning. Encourage the use of academic language across all subjects and in everyday interactions.
- create detailed lesson plans for the ELD block that incorporate explicit language objectives, scaffolding strategies, and opportunities for language practice across all four domains (speaking, listening, reading, and writing).
- Track student literacy data three times yearly (September, January, and May) with Circle and Dibels.
- Collect and assess monthly student writing samples based on the TELPAS Proficiency Level Descriptors. The teacher will use the data to create growth measures and focus skills.
- Differentiate lessons based on students' language proficiency levels, providing additional support for struggling learners and extending activities for more advanced students

Staff Development:

- Who- Teachers and Teacher Assistance
- What- Training and English development
- When- weekly
- Where- PLC

Budget:

Proposed Item	**Description**	**Amount**
Staff Development	• ELD lesson internalization • TPR • HISD District PDs	0.00
Materials/ Resources	• Reading Academy • Science of Reading •	
Purchased Services	Estelita (Title 1)	2000