

**Houston Independent School District
360 Belfort Early Childhood Center
2023-2024 Campus Improvement Plan**



Mission Statement

The mission of Bellfort Early Childhood Center is to create a safe, positive, and challenging environment that will enable students to achieve their highest potential academically and socially.

Vision

We at Bellfort Early Childhood Center believe that each child is endowed with their own individual capacities and characteristics; to the best of our abilities, our school will provide each child the highest level of education to help them reach their full potential.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Our staff challenges every student academically while supporting their social and emotional development. We promote strong relationships with students and families to ensure we support the whole child. We aim to ensure that every student actively engages in the learning process and meets their individual growth goals to become lifelong learners. Bellfort ECC strives to build a strong literacy and math foundation by implementing best practices in early childhood education while also nurturing students' social-emotional development. The campus utilizes a multisensory, hands-on approach to learning that enables students to explore and use critical thinking skills.

Our students at Bellfort ECC do not take the STAAR; our mission is to ensure we prepare our students to be on or above grade level as they transition to first grade. For Literacy skills at the end of the 2022-2023 school year, 68% of English pre-kindergarten students score on grade level or higher, 90% of bilingual pre-kindergarten students scored on grade level or higher, 64% of English kindergarten students scored on grade level or higher, and 81% of bilingual kindergarten student score on grade level or higher. The campus's growth areas included Listening comprehension, Decoding, Rhyming, and Alliteration. For Math skills at the end of the 2022-2023 school year, 76% of English pre-kindergarten students scored on grade level or higher, 90% of bilingual pre-kindergarten students scored on grade level or higher, 75% of English kindergarten students scored on grade level or higher, and 88% of bilingual kindergarten student score on grade level or higher. The areas of growth for the campus were operations. The table below shows the percentage of students performing on grade level during the BOY and EOY assessments.

At the end of the kindergarten grade level, teachers complete holistically rating for students using the Texas English Language Proficiency Assessment System, TELPAS, Proficiency Level Descriptors in the following four domains: Reading, Writing, listening, and speaking. During the 2022-2023 school year, 49% of students were rated intermediate or higher in Listen, 33% of students were rated intermediate or higher in Speaking, 7% of students were rated intermediate or higher in Writing, and 5% of students were rated intermediate or higher in Reading.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- Daily small group during reading and math lessons with documentation.
- We are using best practices for phonological awareness.
- The teacher conducted Read Aloud during reading and math lessons.
- Weekly PLCs are guided using an instructional T-Tess Focus area centered around modeling lesson delivery and activity before classroom implementation.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Students enter school with various academic skills, and teachers must provide differentiated lessons with small groups and stations to meet the needs of all students. **Root Cause:** Teachers plan lessons with outcomes driven by learning objectives but remodel the small group cycle with students and not only intervene but accelerate the learning for students

School Culture and Climate

School Culture and Climate Summary

Bellfort ECC does not participate in suspension or expulsions. Teachers participate in professional development in order to teach our students' social skills and reinforce positive behaviors to build well-rounded learners through Conscious discipline. The discipline system helps students feel a part of the Bellfort ECC school community. As students feel a part of the Bellfort ECC community, we want to see an increase in student attendance because they will want to come to school more and be involved in the campus's different events.

In this school year, our discipline issues consist of students understanding their emotions and how to express themselves appropriately, which are conducive to the learning environment. Students are allowed to express themselves in a way that does not cause physical harm to themselves or the people around them. Bellfort ECC had zero students receive discipline infractions for the 2022-2023 school year. The campus also keeps track of student incidents in the classroom. During the 2022-2023 school year, the campus ended with 333 incident reports from teachers.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Bellfort ECC had zero students receive discipline infractions for the 2022-2023 school year. The campus also keeps track of student incidents in the classroom. During the 2022-2023 school year, the campus ended with 333 incident reports from teachers.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Provide all students a learning environment with opportunities to build and practice social and emotional skills while building relationship bonds. **Root Cause:** Most students have limited ability to process social and emotional skills in the early years. Also, during the early years, students learn to express a range of emotions, develop close relationships with other children and adults, and explore new environments.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Bellfort ECC we use many data points to determine students' success. Based on the data collected, the leadership team uses that information to assess the quality of instruction teachers provide. The data is also used to identify where we need to adjust instruction to meet individual student's needs, but it also helps identify areas where additional professional development may be required. Through the use of data-driven instruction and ongoing professional development, teachers can enhance their skills and improve their ability to meet the needs of all students. Professional development is monitored through ongoing Spot Walkthroughs and side-by-side planning with teachers to help build and maintain capacity.

Bellfort ECC mission is to attract and hire highly qualified and diverse candidates for our open positions. We use a rigorous hiring process, ensuring that we bring on board the best and brightest candidates. We also have a robust onboarding process that helps new employees acclimate to our culture and expectations. Bellfort ECC has over 60% of the teachers and staff return to the campus. Bellfort ECC has implemented several initiatives to support our employees' professional growth and development, including mentoring programs, leadership training, and career advancement opportunities. The professional development we offer our staff is to help them stay current with the latest district and campus goals. We also tailor our professional development to meet the needs of individual staff members to build capacity in all areas. Bellfort ECC is committed to creating a supportive and inclusive environment that enables our staff to thrive and grow professionally.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Bellfort ECC mission is to attract and hire highly qualified and diverse candidates for our open positions. We use a rigorous hiring process, ensuring that we bring on board the best and brightest candidates. We also have a robust onboarding process that helps new employees acclimate to our culture and expectations. Bellfort ECC has over 60% of the teachers and staff return to the campus. Bellfort ECC has implemented several initiatives to support our employees' professional growth and development, including mentoring programs, leadership training, and career advancement opportunities. The professional development we offer our staff is to help them stay current with the latest district and campus goals. We also tailor our professional development to meet the needs of individual staff members to build capacity in all areas. Bellfort ECC is committed to creating a supportive and inclusive environment that enables our staff to thrive and grow professionally.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Students enter school with various academic skills, and teachers must provide differentiated lessons with small groups and stations to meet the needs of all students. **Root Cause:** Teachers plan lessons with outcomes driven by learning objectives but remodel the small group cycle with students and not only intervene but accelerate the learning for students.

Parent and Community Engagement

Parent and Community Engagement Summary

Bellfort ECC is a Diamond certified family-friendly school for the first time. We are dedicated to building intentional relationships with families and community members. We provide monthly family engagement activities for parents to be involved in their student's education. Our families participate in school walkthroughs and meetings to give plus check how we are doing as a school community. They are also allowed to participate in the School Decision Making Committee and The Parent Organization. We also allow parents to volunteer time to assist in school activities.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Bellfort ECC is a Diamond certified family-friendly school for the first time. We are dedicated to building intentional relationships with families and community members. We provide monthly family engagement activities for parents to be involved in their student's education. Our families participate in school walkthroughs and meetings to give plus check how we are doing as a school community. They are also allowed to participate in the School Decision Making Committee and The Parent Organization. We also allow parents to volunteer time to assist in school activities.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: The average attendance of 2022-2023 school year was 89.99%. **Root Cause:** Lack of understanding of the importance of attendance in Early childhood and the direct impact on the student's success.

Priority Problems of Practice

Problem of Practice 1: Students enter school with various academic skills, and teachers must provide differentiated lessons with small groups and stations to meet the needs of all students.

Root Cause 1: Teachers plan lessons with outcomes driven by learning objectives but remodel the small group cycle with students and not only intervene but accelerate the learning for students

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





Key Actions

Key Action 1: Strengthen Belfort ECC's leadership density by having consistent protocols to provide effective coaching.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: 70% of the campus leaders will be rated proficient or higher on the leadership competency as assessed by the evaluator by December 2023; that percentage will increase to 85% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Assign Teacher leaders' mentees based on teachers' growth areas by September 2023.</p> <p>Host biweekly professional development on leadership and coaching with the teacher leader and campus leaders throughout the academic year.</p> <p>Host monthly collaborative coaching walks with the principal, assistant principals, teacher specialists, and teacher leaders beginning in September 2023.</p> <p>Create targeted professional development for teachers based on walkthroughs.</p> <p>Monitor and track teacher growth quarterly by reviewing ratings from the teacher evaluation rubric.</p> <p>Staff Actions</p> <p>Coach teachers using the teacher evaluation system.</p> <p>Participate in the learning PLC focusing on effective instructional practices.</p> <p>Participate in live coaching with a campus leader.</p> <p>Lead weekly collaborative planning with grade-level teams focusing on lesson planning, alignment of activities, and deconstruction of standards/guidelines.</p> <p>Participate in peer observations and reflections.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 1: Strengthen Bellfort ECC's leadership density by having consistent protocols to provide effective coaching.

Indicator of Success 2: 70% of the teachers scores on the T-Tess will be rated proficient or higher in Domain two of Instruction as measured by the T-Tess Rubric by January 2024; that percentage will increase to 80% by the end of the school year.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Assign Teacher leaders' mentees based on teachers' growth areas by September 2023. 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 2023. Create targeted professional development for teachers based on walkthroughs. Monitor and track teacher growth quarterly by reviewing ratings from the teacher evaluation rubric. Staff Actions 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, alignment of activities, and deconstruction of standards/guidelines. Participates in peer observations and reflections.				



No Progress



Accomplished



Continue/Modify







Discontinue

Key Action 2: Develop students' literacy skills by engaging in multiple response strategies through listening, speaking, reading, and writing.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of students will show growth in phonemic awareness on the CLI and DIBELS/Lectura assessments by January 2024; that percentage will increase to 85% by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objectives?</p> <p>School Leaders' Actions</p> <p>Create and implement a pacing calendar for the appropriate phonics curriculum based on grade level by August 2023.</p> <p>Lead a monthly vertical alignment PLC focusing on accelerating and extending the curriculum for students who secured the learning.</p> <p>Use the campus data talk template to engage staff members in monthly formative data talks.</p> <p>Engage in weekly classroom observations and provide feedback.</p> <p>Collect monthly writing samples from teachers to guide students' literacy learning plans.</p> <p>Staff Actions</p> <p>Follow the phonics pacing calendar to implement phonics instruction in their classrooms effectively.</p> <p>Systematically implement multiple responds strategies throughout lesson cycle.</p> <p>Engage in daily small groups to increase and monitor student phonemic awareness skill.</p> <p>Monitor students' progress every three weeks and regroup according to the student's assessment results.</p> <p>Track student literacy data three times yearly (September, January, and May) with Circle and Dibels .</p> <p>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.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Key Action 2: Develop students' literacy skills by engaging in multiple response strategies through listening, speaking, reading, and writing.

Indicator of Success 2: 60% of emergent bilingual kindergarten students will receive an Intermediate or higher proficiency rating on the listening and speaking domain of the TELPAS assessment by April 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objectives?</p> <p>School Leaders' Actions</p> <p>Create and implement a pacing calendar for the appropriate phonics curriculum based on grade level by August 2023.</p> <p>Lead a monthly vertical alignment PLC focusing on accelerating and extending the curriculum for students who secured the learning.</p> <p>Use the campus data talk template to engage staff members in monthly formative data talks.</p> <p>Engage in weekly classroom observations and provide feedback.</p> <p>Collect monthly writing samples from teachers to guide students' literacy learning plans.</p> <p>Staff Actions</p> <p>Follow the phonics pacing calendar to implement phonics instruction in their classrooms effectively.</p> <p>Systematically implement multiple responds strategies throughout lesson cycle.</p> <p>Engage in daily small groups to increase and monitor student phonemic awareness skill.</p> <p>Monitor students' progress every three weeks and regroup according to the student's assessment results.</p> <p>Track student literacy data three times yearly (September, January, and May) with Circle and DIBELS/Lectura .</p> <p>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.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: Develop students' literacy skills by engaging in multiple response strategies through listening, speaking, reading, and writing.

Indicator of Success 3: 70% of the teachers scores on the T-Tess Rubric will be rated proficient or higher in the area of Dimension 2.3 Communication; that percentage will increase to 85% by May 2024.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objectives?</p> <p>School Leaders' Actions</p> <p>Create and implement a pacing calendar for the appropriate phonics curriculum based on grade level by August 2023.</p> <p>Lead a monthly vertical alignment PLC focusing on accelerating and extending the curriculum for students who secured the learning.</p> <p>Use the campus data talk template to engage staff members in monthly formative data talks.</p> <p>Engage in weekly classroom observations and provide feedback.</p> <p>Collect monthly writing samples from teachers to guide students' literacy learning plans.</p> <p>Staff Actions</p> <p>Follow the phonics pacing calendar to implement phonics instruction in their classrooms effectively.</p> <p>Systematically implement multiple responds strategies throughout lesson cycle.</p> <p>Engage in daily small groups to increase and monitor student phonemic awareness skill.</p> <p>Monitor students' progress every three weeks and regroup according to the student's assessment results.</p> <p>Track student literacy data three times yearly (September, January, and May) with Circle and DIBELS/Lectura.</p> <p>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.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 3: Strengthen all students' foundation of mathematics through conceptual and procedural curriculum.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of kindergarten students will score on grade level or higher by January 2024 on the NWEA Map Assessment; that percentage will increase to 85% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Attend Eureka Lead training by August 2023. 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. Staff Actions Attend Eureka Math training by August 2023. Complete pre-work for PLC to internalize Modules, Topics, and Lessons using backwards planning. Submit annotated lessons from Eureka Math by Thursday of each week. 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.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 3: Strengthen all students' foundation of mathematics through conceptual and procedural curriculum.

Indicator of Success 2: 60% of students will show growth in mathematics skills by January 2024 on the CLI Circle and the NWEA map assessment; that percentage will increase to 85% by May 2024.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Attend Eureka Lead training by August 2023. 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. Staff Actions Attend Eureka Math training by August 2023. Complete pre-work for PLC to internalize Modules, Topics, and Lessons using backwards planning. Submit annotated lessons from Eureka Math by Thursday of each week. 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.				



No Progress



Accomplished



Continue/Modify







Discontinue

Key Action 4: Improve all students' emotional intelligence by fostering a sense of value, safety, and belonging.

Strategic Priorities:





Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: 85% of teachers will use Conscious Discipline strategies in the classroom 85% of the time by January 2024; this will increase to 100% by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific actions will the building leaders and staff take to accomplish the objective?		Formative			Summative
		Feb	Mar	Apr	June
School Leaders' Actions					
Create an outline for the expectations and implementation of Conscious Discipline by August 2023.					
Train all teachers on Conscious Discipline and review campus expectations by September 2023.					
Teach and model a specific strategy monthly during PLCs that teachers are expected to implement within their classroom.					
Incorporate biweekly SEL lessons with the SEL counselor.					
Create and utilize a rubric to measure the usage of different strategies of Conscious Discipline in the classroom.					
Staff Actions					
Attend Conscious Discipline training by August 2023					
Designate a safe place in all classroom and utilize it appropriately.					
Greet students using their preferred greeting at the threshold every morning.					
Hold students accountable using Commitment Sticks throughout the day.					
Utilize a "Wish You Well" Board for students that are not present or not feeling well.					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Key Action 4: Improve all students' emotional intelligence by fostering a sense of value, safety, and belonging.

Indicator of Success 2: Number of Behavior Incident forms will decrease by 10% by January 2024; this number will decrease to 15% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific actions will the building leaders and staff take to accomplish the objective? School Leaders' Actions Create an outline for the expectations and implementation of Conscious Discipline by August 2023. Train all teachers on Conscious Discipline and review campus expectations by September 2023. Teach and model a specific strategy monthly during PLCs that teachers are expected to implement within their classroom. Incorporate biweekly SEL lessons with the SEL counselor. Create and utilize a rubric to measure the usage of different strategies of Conscious Discipline in the classroom. Staff Actions Attend Conscious Discipline training by August 2023. Designate a safe place in all classroom and utilize it appropriately. Greet students using their preferred greeting at the threshold every morning. Hold students accountable using Commitment Sticks throughout the day. Utilize a "Wish You Well" Board for students that are not present or not feeling well.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 360 Bellfort Early Childhood Center

Total SCE Funds: \$73,312.00

Total FTEs Funded by SCE: 1.03

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 360 Bellfort Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aracely Beltran Cortes	Teacher, Kindergarten Bilingual	0.5
Jasmine Winfield	Teacher, Kindergarten	0.53

Title I

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleI Crate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleI Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see TitleI Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleI Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleI Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see TitleI Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleI Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleI Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleI Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleI Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cema Alanis	Teaching Assistant-10M (ESSER)		1
Daysi Lopez	Teacher, Class-Size Bilingual		1
Eddeja Page	Teaching Assistant-10M (ESSER)		1
Edward Enamorado	Teaching Assistant-10M (ESSER)		1
Marissa Baines	Sr. Academic Tutor		1
Patricia Chapa Moreno	Teaching Assistant-10M (ESSER)		1