Houston Independent School District

002 Bellaire High School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bellaire HS is a four-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment at BHS is just over 3100 students. The percentages listed below summarize the demographics of our school population.

Total	African American	Asian	Hispanic	Multi-Race	White
3120	20%	13%	41%	2%	24%

Econ. Disadvantaged	ELL	Mobility Rate	SPED
44.7%	13.6%	9.8%	7.1%

Bellaire HS is a World Language magnet offering students the choice of 10 different languages to study. Advanced classes are offered through College Board's AP program and the International Baccalaureate diploma program. Bellaire offers 14 UIL athletic programs and 8 award-winning visual and performing arts programs. At Bellaire, there are over 115 clubs and organizations that students can pick from to further explore and expand on their personal interests and talents.

Demographics Strengths

A factor that contributes to Bellaire's success is the diversity that exists within the student body and faculty/staff, both ethnically and socio-economically. When 180 student leaders were polled about something they loved about Bellaire, 86% of students responded "it's diversity". The culture of the school both embraces and celebrates differences. Bellaire HS has over 115 clubs and many of these clubs represent ethnic groups from around the world. These clubs share attributes that distinguish them from other groups such as traditions, ancestry, language, history, society, culture, and religion.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Last year we had 997 students take 2784 AP exams. Our African-American students only took 147 AP exams, which makes up only 5.2% of the total. **Root Cause:** African American students are not self-selecting AP courses.

Student Learning

Student Learning Summary

Summative data is most powerful when it tells a story. The journey for Bellaire High School (BHS) has been similar to many other schools over the last few years due to the pandemic. While we did receive accountability data for the 2020-21 school year, it only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall we had comparable performance outside of Algebra 1.

The data story for 2019-20 is incomplete since there was no STAAR EOC administration in spring 2020 and thus no accountability rating. And thus it is important to reference the 2018-19 accountability set. In that year Bellaire scored an overall score of 89 from the state of Texas and earned all seven possible distinctions.

Formative data is collected by each PLC through administering common assessments on Ontrack each grading cycle. Assessments are developed through the use of the Lead4ward IQ resource and the data collected is used to drive instruction moving forward. Renaissance 360 screening is analyzed throughout the year and used to document student growth and to identify students in need of Tier 2 and Tier 3 instruction in math and reading.

Student Learning Strengths

Bellaire's Advanced Placement (AP) program continues to show success in students' performance surpassing their peers both at the state and national levels. Last year 946 Bellaire students took at least 1 AP exam. 707 students scored a 3 or higher on an exam. A total of 2771 AP exams were taken by students during the 2020-2021 school year. Finally, the equity and excellence indicator for Bellaire was measured at 48.8%. Specifically, that means that just under half of the Class of 2021 graduated having scored a three or higher on at least one AP exam during their time on campus.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student TELPAS writing samples indicate a need to focus on incorporating writing opportunities across content areas. **Root Cause:** Opportunities are not being extended to the degree that is necessary for students to engage in the writing process in academic-level courses in content areas outside of English classes.

Problem of Practice 2: Engaging students in collaborative activities that promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction. Revisiting and utilizing Kagan Strategies to move classroom instruction away from lecture formats. **Root Cause:** Due to the pandemic students have not interacted and collaborated in face-to-face activities

Problem of Practice 3: The Algebra scores for Bellaire first-time testers dropped this year. **Root Cause:** Remote instruction and student engagement combined with abstract thought was a challenging learning landscape for students to have success in. Critical TEKS were not mastered by students.

School Processes & Programs

School Processes & Programs Summary

Student Support for students

8 Assistant Principals

10 Counselors

1 Social Worker

1 Wrap Around Specialist

ELL Program

Bellaire's ELL program has a dedicated counselor, LPAC/TELPAS coordinator, and administrator.

SPED Program

Bellaire's SPED program has a dedicated SPED department chair/coordinator and an administrator.

Content Areas

Dean of Instruction

Assistant Principal assigned to each content area on campus.

Department Chairs provide teacher leadership and serve as experts around content knowledge.

Advanced Course Work

AP Coordinator

IB Coordinator

Bellaire offers a wide range of HISD Advanced level courses available for students beginning in 9th grade. BHS students have the opportunity to enroll in 31 AP courses. AP courses are open to any student at Bellaire and there is no limit to how many courses any student can enroll in. BHS also offers dual credit courses in English and Government. Bellaire also offers IB advanced level course work that supports the pathway to earning an IB diploma.

Magnet Program

Magnet Coordinator, World Languages Department Chair, Campus Administrator

Bellaire is a World Languages Magnet campus and offers Arabic, Chinese, French, German, Hindi, Italian, Japanese, Latin, and Spanish. Language programs are open to all students, both zoned and magnet.

Four-Year Career Pathways offered at BHS:
Animal Science
Business Management
Computer Science & Programming
Design & Media Arts
Distribution and Logistics
Travel, Tourism, and Attractions

School Processes & Programs Strengths

Bellaire's Counseling Department consists of 10 counselors that are assigned by alpha and stay with students all four years of high school. Having 10 counselors allows for more personalized and timely attention for students' needs, both academically and emotionally, to be met. Students are also assigned an Assistant Principal based on their last name, and they remain with that team (AP and Counselor) throughout their four years on campus. Bellaire's social worker has an enormous presence on campus serving students, families, and faculty needs.

A Student Support Referral system is in place at Bellaire. Faculty/Staff can use the referral process to signal that help is needed for a student academically, emotionally, or behaviorally. When a Student Support Referral is submitted it is reviewed by the student's counselor and assistant principal. Upon review, additional faculty/staff members are brought on board as necessary to address the concerns and an action plan is formulated.

Bellaire High School has earned the College Board AP® Computer Science Female Diversity Award for achieving high female representation in AP Computer Science Principles. Schools honored with the AP Computer Science Female Diversity Award have expanded girls' access to AP Computer Science courses.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Lack of development in the five SEL competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills). **Root Cause:** Students have been in isolation and separated due to the pandemic. The five competencies are essential elements that students need to connect back into society and thrive educationally.

Perceptions

Perceptions Summary

Bellaire High School understands that an engaged school community is an empowered school community. And to that end, we spend a substantial amount of time dedicated to communicating outward while also receiving communication inward. We are committed to providing a strong academic program with clear channels of communication that allows our students to develop their individual interests.

Bellaire students describe their high school days as the "All-American" high school experience. Specifically, they recognize our diversity as the most critical descriptor and, for many, it is a key reason they chose to attend Bellaire. Each year we require graduating seniors to complete a lengthy student survey that inquires about their overall experience. Bellaire scores well when it comes to students feeling like they were treated fairly and that they had opportunities to further their own development through a large set of programs (athletic, fine arts clubs, etc.). More than 90% of the seniors each year reference more than one specific adult that was an advocate for them, and that they know they could rely upon when they found themselves in a tough situation.

Bellaire faculty and staff enjoy being a part of the family. As a result of consistent and steady leadership (the school has only had eight principals in the 67 years that it's been open), a trusting and professional work environment, and the autonomy to continue their own professional learning, the school has a low turnover rate. Each year we issue 30plus year service pins and, for many of them, all of those years were spent on campus. Additionally, we have more than 30 Bellaire alums that have come back to work on staff and I think that speaks well to the initial experience they had as students. We manage a large new teacher cohort each year that includes everyone new to campus, regardless of their teaching experience. This cohort meets monthly through the fall semester. In the spring, the first-year teachers are required to still meet as the others have the option of attending the meetings. Each year the cohort shares how supportive this program is as they acclimate to Bellaire.

Our Bellaire parents and larger community take great pride in the school. As a whole, the group is supportive of Bellaire and public schools, yet they are quick to participate when they feel it is warranted. There is a high level of expectations from the community that spans from academics in the classroom to how accurately we communicate both our achievements and challenges. They are a community that must be trusted to be able to handle all types of information.

Perceptions Strengths

In addition to what was shared above, we work hard to ensure that each student feels welcome on campus. We have a dedicated counselor for our ESL students and that has led to a more personalized approach while seemingly "shrinking" our large school to a smaller community.

We have developed a robust student transition program based on research. The three elements of a successful student transition program are that students or families feel safe, feel informed, and feel connected. To that end, we have built our freshman transition program with those three tenets in mind. Focused on increasing the number of touchpoints between families and the school, we begin in February of their 8th-grade year as we host Cardinal Kickoff for all incoming students. This is an evening event that shares information specific to Bellaire while also allowing prospective students to experience the spirit of our student life. We then continue with specific communications sent through our Remind Groups that deliver timely information. Cardinal Camp is our orientation event that more than 93% of our incoming freshmen attend each year. There is then a freshman-only dance followed by small focus group luncheons with freshmen to see how their first 3-5 weeks are going. We have seen strong results from our program and it has lead to freshmen applying to serve as Cardinal Crew Leaders once they become 11th graders.

This is our sixth year working with the #BHSLearn initiative. This was a concerted effort in August 2016 to have the adults on campus reengage as learners themselves. Understanding that we cannot expect teachers to offer choice to their students if they are not allowed to govern their own learning, we have integrated both innovation and self-selection within our professional learning models. Daniel Pink's research points out that intrinsic motivation can only be frutiful if the adults have autonomy in what they learn, the opportunity to demonstrate mastery, and an understanding of the larger purpose.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Rebuilding a fractured school community. **Root Cause:** Bellaire suffered the death of a student from a school shooting on campus on January 14, 2020. And then we are also having to norm all of our students as they return to campus for in-person learning.

Priority Problems of Practice

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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The goal for Bellaire High School is that by the end of the 2021-22 school year, the percentage of African-American English I or II students, Hispanic English I or II students, and Economically Disadvantaged English I or II students, taking the EOC for the 1st time, will rise by 10% when looking at Level II satisfactory results.   The percentage of all English I students and English II students taking the EOC for the 1st time achieving Level III will maintain 29% at each level.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Using REN BOY data to identify the types of interventions that would be the most impactful for Tier II & Tier III students, which will include adding Achieve 3000 to the set of tools for our teachers to use as an intervention.

Evaluation Data Sources: REN Data

Strategy 1 Details	Reviews			
Strategy 1: Focus on CFUs using Lead4Ward & Seidlitz strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Mastery of targeted TEKS	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Department Administrator Dean of Instruction **Action Steps:** Develop common standards based assessments to be used by PLC Reteaching and differentiated instruction per review of data **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math	25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
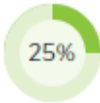
Measurable Objective 2: Increase literacy levels by training and supporting our teachers as they increase the number of instances per week where their students read, write, speak and listen in the class period.

Evaluation Data Sources: Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Talk Read Talk Write	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased fluency in reading, writing, speaking and listening	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers Department Administrator Dean of Instruction **Action Steps:** Focused staff professional development Self-paced module developed in the HUB Strategy targeted in classroom instruction **Title I Schoolwide Elements:** 2.4	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: Content area teachers provide sentence frames for students to use in academic conversation or writing on a weekly basis

Evaluation Data Sources: Classroom Observations
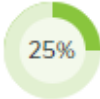Writing Samples submitted for TELPAS

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: By the end of the 2021-22 school year, the percentage of African-American Algebra I students, and Economically Disadvantaged Algebra 1 students, taking the EOC for the 1st time, will remain the same or increase by 1 percentage point when looking at Level II Satisfactory results (maintaining 49% success level met in spring 2021). The percentage of all Algebra 1 students taking the EOC for the 1st time achieving Level III will remain at or exceed the spring 2021 level of 4 %

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Further professional learning for our teachers on how to use Delta Math for our Tier II & Tier III students as identified by the Ren 360 BOY and teacher recommendation.

Evaluation Data Sources: Login usage and individual student tracking of progress.

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction for TEKS not mastered	**Formative**			**Summative**
Strategy's Expected Result/Impact: Mastery of critical TEKS	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teacher PLC Leader Content area AP **Action Steps:** Assessment created using Lead4ward IQ questions Assessment administered Data analyzed Small groups targeted instruction **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2: Use of Lead4ward IQ questions for Algebra 1 to assess student mastery of TEKs.

Evaluation Data Sources: Ontrack

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The percentage of graduates that meet the criteria for CCMR will increase from 66% to 70%

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year increase the number of students that show college readiness on the TSI by 5%.

Evaluation Data Sources: TSI Data
Student goals and monitoring progress within Khan Academy

Strategy 1 Details	Reviews			
Strategy 1: Set course mastery goals for students in both English and Math in Khan Academy	**Formative**			**Summative**
Strategy's Expected Result/Impact: Course mastery goals allow students to have a clear, long-term focus on what they want to achieve throughout the year. Targeting specific learning needs will help bridge gaps and raise over-all literacy and numeracy impacting TSI scores. **Staff Responsible for Monitoring:** English and Math Teachers Dean of Instruction **Action Steps:** Train teachers on goal setting within the Khan Academy platform All students provided access to Khan Academy **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
	35%			
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Measurable Objective 2: To support CCMR, 100% of students in grades 10-12 will have training on the use of Naviance

Evaluation Data Sources: Naviance
College Center Records and Calendar

Strategy 1 Details	Reviews			
Strategy 1: Schedule grade-level learning sessions to introduce and teach students the Naviance Platform	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased access to career interests	**Nov**	**Jan**	**Mar**	**June**
Increased knowledge of college admission requirements Increased understanding of their performance and it's effect on post-secondary opportunities **Staff Responsible for Monitoring:** College Access Coordinator **Action Steps:** Schedule grade level training sessions Develop Asynchronous learning materials that students can use to learn more about Naviance. **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college	20%			
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Measurable Objective 3: 75% of students enrolled in the CTE Business Management strand enrolled in their 2nd course of the strand will earn an Industry Certification.

　　Evaluation Data Sources: Certifications earned

Strategy 1 Details	Reviews			
Strategy 1: Introduce certification requirements early in the year and expectations for student completion	**Formative**			**Summative**
Strategy's Expected Result/Impact: Applications for certification will be filed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE Business Teachers Assistant Principal over CTE **Action Steps:** Introduce certifications available Access and utilize curriculum Develop additional resources for students to use to attain mastery. **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	50%			
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: Through the rollout

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Utilizing the co-teach model increase the English 2 STAAR performance 3% for Special Education Students.

    Evaluation Data Sources: Ontrack Formative Assessment Data
English 2

Measurable Objective 2: Increase the "Approaches Level" in Algebra 1 of African American Students by 5%

    Evaluation Data Sources: Ren 360 MOY and EOY
Delta Math
Ontrack Formative Assessment cycle checks
STAAR Alg. 1

Strategy 1 Details		Reviews			
Strategy 1: Align daily curriculum with Delta Math		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of critical Alg. 1 TEKS		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers Content Area Assistant Principal Dean of Instruction **Action Steps:** Assign all students Delta Math accounts Align Critical TEKS Utilize Delta Math in combination with campus curriculum **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math		25%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 1: By the end of the 2021-22 school year, attendance percentage will rise from 94.0% to 94.3%

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Connect freshman with upperclassmen beginning in August and continue through the year.

Measurable Objective 2: Strengthen communication between the attendance office, student supports, and families.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: Decrease the number of Out of School Suspensions by 5.25%

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Teachers are trained in state-required reporting process to CPS and early intervention strategies will be used by trained campus personnel

Evaluation Data Sources: Training History Records

Measurable Objective 2: Professional learning focused on restorative discipline practices as well as culturally responsive classrooms.

Evaluation Data Sources: Overall number of Out-of-School Suspensions

Measurable Objective 3: Employ the campus wraparound specialists, along with the student support team, to intervene with students before a problem develops. This can include both education and support for the student and the family.

Evaluation Data Sources: Number of referrals within the Bellaire Student Support Referral System.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: To decrease the percentage of serious incidents involving tobacco or drugs from 43% to 35% of the overall total number of serious incidents.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Measure the effectiveness of teachers using the Bellaire Student Support Form to refer anyone that may be in need of support. This Student Support Form is delivered directly to the counselor & assistant principal for the students, as well as the school social worker.

    Evaluation Data Sources: Student Support Form

Measurable Objective 2: Employ the campus wraparound specialists, along with the student support team, to intervene with students before a problem develops. This can include both education and support for the student and the family.

    Evaluation Data Sources: Data from Purple

Board Goal 5: N/A - Additional Campus Goals

Goal 4: Bellaire will decrease the number of discipline infractions among African American students with disabilities by 17% by the end of the 2021-2022 school year.

Strategic Priorities: Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 5: To continue to use AP potential data from Fall 2021 PSAT administration to increase the number of African-American, Hispanic, and Economically Disadvantaged students in advanced coursework.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase number of students that take the PSAT during fall administration

Evaluation Data Sources: PSAT registration totals

Measurable Objective 2: Access all AP Potential reports within College Board account

Evaluation Data Sources: College Board reports and login data

Board Goal 5: N/A - Additional Campus Goals

Goal 6: Continue to exceed the industry standard of 21% click-thru on weekly e-News to parents and the larger community.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Share all modes of communication with parents and the community at each opportunity.

Evaluation Data Sources: Social Media engagements, Remind group data, and Cardinal eNews subscription information.

Strategy 1 Details	Reviews			
Strategy 1: Publicize at each parent and community meeting the various ways to stay connected with information from the school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of families that are members or subscribers to our communication channels. **Staff Responsible for Monitoring:** Dean of Instruction Principal **Action Steps:** Take action. **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Connect high school to career and college	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Increase the number of ELL families that actively participate in school meetings/events.

Strategy 1 Details	Reviews			
Strategy 1: Utilize our ELL counselor and College Access Coordinator to develop information sessions focused on post High School opportunities, TAFSA/FAFSA completion, English classes for parents, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of ELL families that rate their level of satisfaction with Bellaire HS. **Staff Responsible for Monitoring:** Principal Title I Coordinator ELL Counselor **Action Steps:** Take action with planning for each meeting and classes in the evening. **Title I Schoolwide Elements:** 3.2	15%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

    Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Chanthini Thomas

    Estimated number of students to be screened:
    3000

    Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

    Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
    Estimated number of students to be screened:
    Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

    Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
    Estimated number of students to be screened:
    Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

    Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
    Estimated number of students to be screened:
    Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms, and state report completed/submitted by NAME & POSITION:
Chanthini Thomas - Nurse

Estimated number of students to be screened:
750 students

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE:
Chanthini Thomas

Note: If the school does not have a certified school nurse or screener, the rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Chanthini Thomas

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Set course mastery goals for students in both English and Math in Khan Academy

State Compensatory

Budget for 002 Bellaire High School

Total SCE Funds: $420,646.56
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

The SCE dollars allow for us to hire additional certified personnel in high leverage positions. This arrangement allows us to differentiate for our most vulnerable students by having smaller class sizes. Finally, all of this only strengthens our overall program of academic reinforcement.

Personnel for 002 Bellaire High School

Name	Position	FTE
Arrington, Hannah Marie	Tchr, English	1
Brownfield, Mary E	Tchr, English	1
Chopra, Reena	Tchr, Physics	1
Clay, Jennifer Ledbetter	Tchr, Math	1
Edwards, Jakarta A	Tchr, Math	1
Johnson, Gary A	Tchr, Physical Science	1
Mcdonald, Ashley Leticia	Tchr, English	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by: The Campus Leadership Team including: the principal, the associate principal, the Dean of Instuction, the assistant principals, and select members of the Shared Decision Making Committee (SDMC).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community. Those who are served by, and tasked with carrying out the plan include teachers, counselors, leadership members, and other school-based paraprofessionals. Each of these stakeholders was involved with the development of this plan in the following ways: community surveys, faculty/staff focus groups, and the review of summative data from the 2020-2021 school year.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Continued use of the student information system to identify and monitor student growth.
- Continued use of district Unit Planning Guides and the staff development which accompanies it.
- Use of exmplar lessons and master courses while meeting by content and grade level to monitor.
- Model choice and personalization among teachers while engaging in lesson development.

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

The SIP is available to parents in the following locations: school campus (Main Office), parent meetings, campus website.

The SIP was made available to parents by: communication through the school newsletter/eNews, campus website, and parent meetings.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: vertical and horizontal alignment, Cardinal hour lunch tutorials, Saturday tutorials, Accelerated Instuction program and Grad lab.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and well-rounded education for our students include:

- Student choice of classes to take
- Cardinal Hour - which includes time for tutorials, make-up assignments, club meetings, and student choice in terms of advocacy.
- Extensive fine arts and athletic programs.
- Industry certifications for students within our CTE program.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas - providing opportunities for teachers to participate in professional development in their content areas as well as how to help their ELL and SPED populations.
- Proficient Tier 1 explicit instruction taking place in all content areas - courses are taught by highly effective teachers.
- Teachers collaborate in PLCs and dept meetings to ensure lessons are effective and differentiated to match each student learner.
- Small Group Instruction based on student data needs in class as well as one-one-one in tutorials during Cardinal Hour/lunch.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents - PTO and SDMC
- Teachers
- Campus Leadership Team

The PFE was distributed

- On the campus website
- The Cardinal eNews
- PTO meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Develop with parents a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- The school will provide full opportunities for the participation, including virtual participation, of all parents especially those with limited English proficiency, parents of students with disabilities, and parents of migratory children.
- Bellaire High School will provide materials and training to help parents work with their children to improve their children's academic achievement and encourage their participation. These meetings will be held at flexible times to accommodate parents' schedules.
- Bellaire will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand. All Title I materials will be sent in English and Spanish versions.

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 23, 2021 at 6:00 pm
- Meeting #1 Alternate - September 24, 2021 at 10:00 am
- Meeting #2 - November 18, 2021 at 6:00 pm
- Meeting #2 Alternate - November 19, 2021 at 10:00 am
- Meeting #3 - January 20, 2022 at 6:00 pm
- Meeting #3 Alternate - January 21, 2022 at 10:00 am
- Meeting #4 - March 24, 2022 at 6:00 pm
- Meeting #4 Alternate - March 25, 2022 at 10:00 am

Title I Personnel

Name	Position	Program	FTE
Janet Davis	Counselor		100
Lara Hulin	Social Worker		100
Sarah Ray	Counselor		100

Addendums

Bellaire High School
2021-2022 Professional Development Plan

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Face to Face	Differentiated Instruction SEL - Reconnection	Carol Tomlinson Resources Social Brain	Goal 1, 2, 4
Aug. 18	Face to Face	Vertical Alignment	PowerUP Resources, Counselors, Administrators, Cardinal Crew Leaders, PTO funds (All other available and appropriate funds)	Goal 1,2,4
		PLC Training	Solution Tree Resources	Goal 1,2,3,4
		SMART Notebook Software	MCA Trainer (Outside Consultant)	Goal 1,2,3,4
Aug. 19	Virtual	Academic Day Job Alike	District Resources	Goal 1,2,3,4
Aug. 20	Face to Face	Instructional Design Wayfinding	HUB Instructional Protocols	Goal 1, 2
Sept. 17	Face to Face Teams	Data-Driven Instruction Kagan Strategies	Ontrack Assessment Design Leadforward IQ Document Choice Board	Goal 1,2,4
Oct. 4	Face to Face Teams	5 Core SEL Competencies Khan Academy	Ms. Hulin Casel.org	Goal 3
Feb. 21	Face to Face Teams	Talk Read Talk Write Canvas LMS Introduction	Talk Read Talk Write Faculty Module in HUB Canvas PD Materials	Goal 1,2,4

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.