Houston Independent School District

360 Bellfort Early Childhood Center

2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 13, 2021

Demographics

Demographics Summary

Our staff is dedicated to challenging every student academically while supporting their social and emotional development. We emphasize strong relationships with students and families to ensure we support the whole child. Our goals are to ensure that every student actively engages in the learning process and meets their individual growth goals to become life long learners. Bellfort ECC strives to build a solid literacy and math foundation by implementing best practices in early childhood education while also nurturing social-emotional development of students. Our school staff utilizes a multisensory hands-on approach to learning that enables students to explore and use critical thinking skills.

Our Staff consists of all experienced teachers: 4 teachers have less than 2 years of teaching experience and 16 teachers have 3-10 years of experience. Bellfort's staff is diverse and reflective of the student population demographics: 7 African-American, 13 Hispanic, 18 Female and 2 male teachers.

Bellfort currently has 352 Students enrolled as of September 20, with 170 PK 3-4 students and 182 Kindergarten Students. 78% of students identify as Hispanic, 19% as African American, 1% as Asian and 1% as White. We currently maintain a teacher student ratio of 2:22 in Pre-Kindergarten and 1:24 in Kindergarten.

Bellfort ECC does not participate in suspension or expulsions. Conscious Discipline and Project CLASS are 2 programs that teachers participate in professional development in order to teacher our students social skills and reinforce positive behaviors to build well-rounded lifelong learners. This school year, our discipline issues consists of students understanding their emotions and how to express themselves in appropriate manners that are conducive for the learning environment.

Many Bellfort students continue to remain on campus although they may move residences due to Bellfort ECC admissions policy for open enrollment and access to all. 21-22 School Year has provided the opportunity for a full-time Wraparound Specialist that is able to meet the non-academic needs of students by connecting families for food, rental and health resources.

Our attendance policy consists of parents being contacted if students have not arrived to school by 8:15. In order to increase attendance, our doors open at 7am to serve our students with a safe environment until school starts at 7:30. After 6 tardies, parents are contacted for a parent conference where we discuss any barriers that may cause the attendance issues. Prior to the pandemic, attendance was 95% for the year. Due to the pandemic, our attendance rate has dropped to 92%. We do not celebrate attendance incentives. We currently host events and create engaging Tier I instruction opportunities for students to want to come to school on a regular basis. Our attendance trends (90%) have been negatively impacted due to parents wanting to keep students home to decrease COVID transmissions.

Demographics Strengths

- Our faculty population demographics reflects the demographics of the community we serve.
- Majority of our staff has over 10 years of teaching experience.
- Bellfort has a low number of teacher turnover with over 80% of staff having more than 3 years of experience at Bellfort ECC.
- Pre-Kindergarten students are performing academically in Literacy with no impact to the language barrier.
- Average student to teacher ratio of 1:24 in Kindergarten
- Average student to teacher ratio of 2:22 in Pre-Kindergarten

- 0% of our students received discipline infractions for the 2020-2021 School Year

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The Parent Engagement level at Bellfort ECC is low. **Root Cause:** Parents have difficulty accessing the campus due to parking & transportation limitations. Early Childhood is not required but highly recommended for all students.

Problem of Practice 2: The attendance average for Cycle 1-5 of the 2020-2021 School Year was 92.9% **Root Cause:** Lack of understanding the importance of attendance in Early Childhood and the direct impact on student success.

Student Learning

Student Learning Summary

Bellfort ECC prioritizes effective Literacy skills of students to support and ensure students are reading on grade level by 3rd grade. Although we are not assessed through STAAR, it is our mission to ensure we prepare our students to be on or above grade level as they transition to 1st grade. Our Pre-Kindergarten English 89% and Spanish 81% students are performing on level in CIRCLE Literacy overcoming the pandemic impacts. Based on historical data utilizing Ren360 2020-2021 School Year, our Kindergarten students struggled with Reading with 45% reaching on level. Our Kindergarten Spanish students were not as impacted as 73% teacher on grade level.

TELPAS is conducted in Kindergarten but rated holistically as students are unable to exit the program in Kindergarten.

Many of our Kindergarten students attended Pre-K virtually or not at all. Our Kindergarten teachers scaffold and reteach Pre-K expectations prior to introducing Kindergarten standards which support fine motor skills, writing letters, letter sound recognition and number recognition.

Student Learning Strengths

- Literacy is an area of strength in Pre-K Bilingual and English
- Our students learning strengths are social skills, numeracy, letter sound recognition identified through CIRCLE.
- Bilingual Kindergarten students are performing in Literacy (73%)
- Weekly PLCs are guided using a instructional TADS focus area that is centered around modeling lesson delivery and activity prior to classroom implementation
- Teacher conducts Read Alouds 4 times a day.
- Daily Small Group Guided Reading and Math lessons with documentation. in kindergarten and prekindergarten
- Building academic vocabulary through word walls, workstations and read alouds. • Teaching Assistants providing additional interventions.
- Focus on reading comprehension strategies: background knowledge, making connections, making predictions, asking questions.
- Focus on sight words during morning message and in workstations.
- Use of graphic organizers to encourage higher order thinking.
- All Kindergarten teachers are up to date on TEA Modules for Kindergarten Reading.
- Using best practices for phonological awareness and phonics.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: 80% or Pre -K students will achieve at or above the district benchmark level in letter sounds, rhyming, alliteration, and onset & rime on CIRCLE in English and 99% in Spanish. **Root Cause:** Students were virtual during 20-21 school year and unable to develop fine motor skills and classroom experiences.

Problem of Practice 2: Kindergarten students will perform at 60% or above for English and 95%or above for Spanish on RL360 EOY and 55% for English and 70% for Spanish on Running Records EOY DRA **Root Cause:** Students were virtual during 20-21 school year and unable to develop fine motor skills and classroom experiences. we will transition to KEA test to replace Ren360

Problem of Practice 3: Teachers plan in small groups and misunderstand lesson delivery **Root Cause:** Teachers plan but did not share resources or model the lesson delivery and outcomes prior to class.

School Processes & Programs

School Processes & Programs Summary

Bellfort utilizes Nehaus, HISD Early Childhood Dept, SAAVAS Three Cheers Curriculum, HB3 Reading Academy. Training is provided weekly through PLC, quarterly through in service days and periodically throughout the school year. All teachers have attended or currently attend trainings for their grade level. Bellfort offer Bilingual, ESL and Monolingual self-contained classes for PK3-Kindergarten.

We currently have New Bumblebee for new to Bellfort teachers that receive a buddy teacher. Each buddy teacher has worked at Bellfort for over 3 years to provide support to the new teacher. Support consists of: in classroom coaching, after school meetings, team planning with shared planning periods, weekly coaching & feedback. Each grade level/ department that has a lead teacher that meets with administrative weekly to receive training that implicates the next instructional focus for the upcoming PLC.

The Bellfort Administrative Team meets every Monday to reflect and discuss the prior week classroom observations. The feedback guides the upcoming weeks instructional support focus. Resources are prepared. Each Tuesday, lead teacher meet with Administrative Team to discuss instructional focus and prepare for Wednesday's PLC. Administrative Team and Team Leads facilitate PLC that consists of modeling of lesson plans and resources for grade level. Grade levels work collaboratively to use the same resources and lesson plans. We've incorporated the modeling of the lesson and resources in PLC to ensure alignment across the grade level. We have a dedicated copy room clerk that create provides completed resources for teachers. This tool allows teachers to prepare resources and save time with copies to focus on modeling and ensuring our students receive the best Tier I instruction.

Our attendance policy consists of parents being contacted if students have not arrived to school by 8:15. In order to increase attendance, our doors open at 7am to serve our students with a safe environment until 360 Bellfort Early Childhood Center Generated by Plan4Learning.com 3 of 35 Campus #360 September 23, 2021 8:35 PM school starts at 7:30. After 6 tardies, parents are contacted for a parent conference where we discuss any barriers that may cause the attendance issues. Prior to the pandemic, attendance was 95% for the year. Due to the pandemic, our attendance rate has dropped to 92%. We do not celebrate attendance incentives. We currently host events and create engaging Tier I instruction opportunities for students to want to come to school on a regular basis. Our attendance trends this year has been low due to parents wanting to keep students home to decrease COVID transmissions.

School Processes & Programs Strengths

- Bellfort's School Process strength is the collaboration between the Administrative Team and Teachers collaborating to ensure expectations are modeled. Our weekly meeting allow for everyone to be aligned to ensure expectations are clear.
- Bellfort's program strength is that grade levels work collaboratively to use the same resources and lesson plans. We've incorporated the modeling of the lesson and resources in PLC to ensure alignment across the grade level.
- Our attendance program allows us to identify non-academic needs of our families and quickly identify any pandemic related concerns.
- Teacher resources are prioritized with a copy room clerk who is able to produce printed resources within 12 hours
- Our campus provides breakfast in the classroom to ensure all students get an opportunity to eat.
- Project CLASS social skills practiced daily.
- Bilingual Program: Bilingual program promotes bilingualism and bi-literacy, grade-level academic achievement and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others.
- English as as Second Language (ESL): ESL (English as a Second Language) teachers specialize in helping non-native speakers of all ages and levels learn both the formal grammar, vocabulary, and pronunciation of spoken and written English, while giving them confidence in the common usage of the language in order to communicate clearly and comfortably with native English speakers
- Gifted and Talented: Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.
- Collaboration with Gulf Coast Community Head Start: Head Start programs promote the school readiness of infants, toddlers, and preschool-aged children from low-income families. Services are provided in a variety of settings including centers, family child care, and children's own home. Head Start programs also engage parents or other key family members in positive relationships, with a focus on family well-being.

- Teacher Specialists: Teacher specialist programs allow experienced teachers to hone their expertise in a specific study area or to enhance their leadership skills in preparation for supervisory roles. Degree programs for teacher specialists are available on the post-baccalaureate or post-master's level. We have two Teacher Specialists at Bellfort ECC.
- Mentor/Buddy: Help beginning teachers meet the learning needs of their students by engaging teachers in research driven, differentiated professional development of their teaching practice driven by personalized professional goals Guide beginning teachers through a coaching cycle aligned to the phases of new teacher development.
- Bellfort Dream Team: department and grade level chairs meet weekly with Administration to discuss PLC focus, instructional next steps, campus climate and culture.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Aligned lessons and resource implementation and preparation **Root Cause:** Teachers are not accustomed to modeling their lessons prior to implementation and preparing resources collaboratively.

Problem of Practice 2: The Parent Engagement level at Bellfort ECC is low. **Root Cause:** Parents have difficulty accessing the campus due to parking & transportation limitations. Early Childhood is not required but highly recommended for all students.

Perceptions

Perceptions Summary

Bellfort ECC is undergoing a culture shift to ensure families and students (our customers) receive the best customer service experience. All communications to families are concise and translated in Spanish and English. We pride ourselves on meeting families where they are. Communications are provided through our school marquee, school messenger call outs, Twitter, Facebook, Class DoJo, School website and flyer. Our hours of operation are from 7am to 5pm to support our parents and students. We are currently expanding into an after school program. Bellfort ECC provides monthly food drives through Backpack Buddies. Our Wraparound Service Department has expanded to have personal hygiene, clothing, underwear and shoes to support our families. We believe in removing all barriers for our families to ensure our students success. Bellfort ECC is a pillar in the community because of our outreach to find out the needs of our families and bring the resource to them.

Perceptions Strengths

- Bellfort ECC perception strength is one of care and support for all families.
- A commitment to lifelong learning for teachers and students
- Engaged staff, engaged students and engaged parents throughout the school year.
- Teacher leaders are engaged and supportive to grow a positive experience for all staff

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The Parent Engagement level at Bellfort ECC is low. **Root Cause:** Parents have difficulty accessing the campus due to parking & transportation limitations. Early Childhood is not required but highly recommended for all students.

Problem of Practice 2: Our campus is viewed as a daycare and unable to meet all the non-academic needs of our students. **Root Cause:** We serve an under-served community with limited resources and access. The grade levels served are not state-mandated.

Problem of Practice 3: Teacher leaders are consistently involved and actively participate in leadership opportunities. **Root Cause:** Staff needs to be given opportunities to develop leadership skills and lead committees as they work towards promotion if that is in their plans.

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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, progress, 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
- EL/non-EL or LEP 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
* 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

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
* Budgets/entitlements and expenditures data
* Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing 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 percent of all students scoring Tier I On Track on the Kindergarten Early Assessment (KEA) Language & Literacy category will be 45% in 2020-2021.

    Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Pre-K students will increase from 89% to 94% in English Literacy on CIRCLE Assessment and from 81% to 86% in Spanish Literacy for Circle Assessment.

    Evaluation Data Sources: Circle Assessment

Strategy 1 Details			Reviews			
Strategy 1: Students will utilize and engage in Imagine Literacy for 60 minutes per week.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will improve KEA scores by receiving targeted instruction and practice in Imagine Literacy.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Staff, Teacher Leaders, DDIS, CTC, FAC **Action Steps:** Teachers will be trained on how to use Imagine Literacy and Clever log in. Parents will be taught how students can utilize platform at home. Students will complete minutes during workstations, literacy lab and We Can Do It Wednesdays. Weekly report for participation minutes will be generated on Fridays. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**			35%	65%		
0% No Progress	100% Accomplished		Continue/Modify		✕ Discontinue	

Measurable Objective 2: 90% or more of Pre-K students will achieve at or above the district benchmark level in letter sounds, alliteration, and onset & rime on CIRCLE in English and 99% in Spanish.

    Evaluation Data Sources: KEA

Strategy 1 Details		Reviews			
Strategy 1: Tiered Grouping of students based on KEA data, Reading A to Z progress monitoring and teacher observations for targeted instruction.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will get targeted instruction in small groups using Data for grouping. **Staff Responsible for Monitoring:** Classroom Teachers Teaching Assistants Tier two leaders **Action Steps:** Classroom Teachers and Teaching assistants will provide targeted reading instruction in small groups to grow students in reading levels. Tier two leaders will provide support in scheduling and monitoring master schedule to ensure targeted interventions occur. **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math		100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Measurable Objective 3: Pre-K students will show growth on Benchmark Running Records by achieving Reading Level A on Benchmark Running Records by End of Year. Kindergarten students will show growth on Benchmark Running Records by achieving Level D on Benchmark Running Records by End of Year.

    Evaluation Data Sources: Benchmark Running Records

| Strategy 1 Details		Reviews			
Strategy 1: Students will receive targeted guided reading instruction in small group delivered lessons will be based on Reading A to Z progress monitoring.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will reach KEA Language and Literacy On-track goals by improving decoding and comprehension skills. **Staff Responsible for Monitoring:** Classroom Teachers Teaching Assistants Admin Team **Action Steps:** Classroom Teachers will use BRR to group students in small group. During Small group instruction Teachers will deliver guided reading lessons based on the groups reading level and document lesson, notes and progress in small group lesson plan template. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math		0%	0%		
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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: The percent of all students scoring "On Track" on the Kindergarten Early Assessment (KEA) STEM, specifically Math 1 and Math 2 category, shall reach 60% for the 2021-2022 school year.

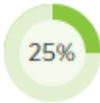   **Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1: Through measurement of 2021-2022 End of Year data for the Circle Assessment, monolingual pre-Kindergarten students will increase by 5% points resulting in 96% mastery for the over all Math category.

    Evaluation Data Sources: Circle Assessment

Strategy 1 Details		Reviews			
Strategy 1: Students will utilize and engage in Imagine Math for 60 minutes per week.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will improve math comprehension and scores on Circle assessment by progressing through Imagine Math targeted lessons.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Staff, Teacher Leaders, DDIS, CTC, FAC		10%	70%		
Action Steps: Teachers will be trained on how to use Imagine Math and Clever log in. Parents will be taught how students can utilize platform at home. Students will complete minutes during workstations, literacy lab and "We Can Do It Wednesdays" Weekly report for participation minutes will be generated on Fridays.					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		
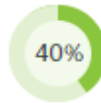
Measurable Objective 2: Through measurement of 2021-2022 End of Year data for the Circle Assessment, bilingual Pre-Kindergarten students will increase by 15% points resulting in 51% mastery for the over all EOY Math category.

    Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher capacity related to best instructional practices during small group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students participate in individualized learning opportunities during small group which strengthens their skills related to targeted math concepts.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher of record, Teacher Specialist, Principal **Action Steps:** -Campus teachers will utilize math manipulative kits provided by HISD during small group lessons -Teachers will use strategic Tiered grouping based on District BOY, MOY, & EOY data sets for the Circle and KEA Assessments -Teachers will track student progress through the use of small group data binders, and adjust small group Tiers and lessons according to progress of students. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Targeted Support Strategy**	25%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: Through measurement of 2021-2022 End of Year data for the KEA assessment, bilingual Kindergarten students will have shown a increase on 10% points resulting from BOY KEA assessment data in the over all EOY STEM, specifically Math 1 and Math 2 category.

   Evaluation Data Sources: Kindergarten Early Assessment (KEA)

Strategy 1 Details	Reviews			
Strategy 1: Increase student opportunities to experience math concepts and strategies throughout the day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Teachers will use daily calendar math to expose students to math concepts in various ways -Teachers will implore various hands on opportunities for learning through the use of math manipulatives and various work stations -Teachers will utilize guided math groups daily to ensure students have individualized experiences to strengthen their areas of deficient in math	**Nov**	**Jan**	**Mar**	**June**
	10%	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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: SCHOOL PROGRESS

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 90% of EL students will reach Intermediate level on TELPAS Measurable Objectives in 2 out of 4 domains.

    Evaluation Data Sources: TELPAS
Writing Workshop Notebooks

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Tier I Whole Group Writing Instruction and practice TELPAS writing samples that are monitored and rated to the TELPAS Rubric.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: EL students grow 1 proficiency level in at least 2 domain by the end of the school year, which will allow student to be on pace to exit LEP program by 3rd grade.
    Staff Responsible for Monitoring: Campus Teachers, Teachers Assistants, Head Start Teachers, Teacher Specialist, and Principal
    Action Steps: All teacher will assess students BOY levels in all four domains: Listening, Speaking, Reading, and Writing.
Teachers will utilize Sheltered Instructional strategies during whole group.
Teachers will monitor student growth in all four domains and assess at mid year.
Teachers will deliver ESL lessons with heavy focus on ELPS.
Teachers will monitor students writing through daily whole group writing workshops.
Effective Tier 1 instruction to support EL students.
Teacher utilize TELPAS Rubric to rate students throughout the year and adjust instruction to grow students progress.
Progress will be monitored through the use of campus walkthroughs, observations, teacher reporting, teacher data conversations, student products, progress monitoring, and campus assessments.
 	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math -
Targeted Support Strategy
	15%	60%		

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: By June 2022, 75% of students receiving special education services will successfully master goals in place for their Individual Education Plans (IEP) for Math and ELA.

    Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the number of teachers trained in Reading by Design from 0% of staff to 20% of staff

    Evaluation Data Sources: Reading by Design Certifications
Reading by Design Strategies embedded in Tier I instruction

Strategy 1 Details		Reviews			
Strategy 1: Teacher complete Reading by Design certified and implement strategy within Tier 1 and Small Group Instruction		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Early detection of Dyslexia and targeted support
Scaffolding reading skills for early literacy
    Staff Responsible for Monitoring: Principal, Administration, Curriculum Specialists
    Action Steps: Teachers register, attend and become certified through Reading by Design Training.
Teacher implement Reading by Design strategies
Progress monitor using KEA and CIRCLE
Early detection and recommendations for dyslexia services for students
 	
    Title I Schoolwide Elements: 2.4, 2.6
		40%	75%	100%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: 100% compliance with ARDS to maintain up to date IEPS

    Evaluation Data Sources: EasyIEP Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor ARD & IEP expiration dates and early identifications for Special Education students	Formative			Summative
Strategy's Expected Result/Impact: Students receiving all services efficiently and 100% compliance with IEP and ARD dates	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Special Education Department Chair, Special Education Administrator, District Special Education Department	75%	80%		
Action Steps: Monitor EasyIEP Prepare for upcoming ARDs Request stakeholders attendance Conduct ARD Update IEP in EasyIEP Provide placement **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
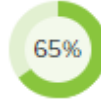
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: By June 2022 school year, campus wide attendance rate will increase by 4% to 96% from 92% for the 20-21 School Year

    Evaluation Data Sources: Federal and State Compliance data reports.

Strategy 1 Details	Reviews			
Strategy 1: Call the home of individual student(s) who are not on campus by 8:30am.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recapture students who were not originally coming to school that day.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher Specialist, Campus SIR, Classroom Teachers, Teacher Assistants, Wrap Around specialist and campus clerks. **Action Steps:** Collect pre-attendance folders, use provided roster to contact parents of students not on campus by designated time. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	60%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Implement a daily pre-attendance folder.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Observe trends of student attendance behaviors that can aide in recapturing students ADA.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher Specialist, Campus SIR, Classroom Teachers, Teacher Assistants, Wrap Around specialist. **Action Steps:** Create individual weekly rosters folders for each classroom. Collect folders at 8:30am. Begin Phone calls to recapture students for daily attendance. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	55%	65%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	
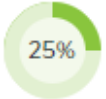
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1: By June 2022, student office referrals for student behaviors will be less than 5%.

Evaluation Data Sources: Campus office referral sheets.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Project Class and Conscious Discipline classroom strategies and programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students in Pre-Kindergarten and Kindergarten will participate in the Project CLASS and Conscious Discipline program strategies. Teachers will review and implement the programs strategies daily to prevent and descalate escalate classroom behavior infractions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teacher, Teachers Assistants, Teacher Specialist, Head Start employees, Counselor, and Principal **Action Steps:** Implement campus office referral sheet, teach students Project Class strategies, and, monitor office referral types for student behaviors . **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	25%	55%		
Strategy 2 Details	Reviews			
Strategy 2: The campus Counselor will present daily SEL lessons during morning announcements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have additional daily support with social emotional learning and more opportunities to decrease inappropriate student behaviors and referrals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Teachers, Teachers Assistants, Teacher Specialist, Head Start employees, Counselor, Wrap Around specialist, and Principal **Action Steps:** Implement daily morning social and emotional support lesson with focused Conscious Discipline and Project Class lesson component. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	55%	75%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By June 2022, 80% of categorized Special Population students will demonstrate proficiency on end of course assessments for Math and ELA.

    Strategic Priorities: Transforming Academic Outreach

    Measurable Objective 1: All teacher will deliver first time instructional lessons that focus on skills needed to master EOC examinations.
Teachers will utilize Sheltered Instructional strategies during whole group and small group lessons.
Teachers and Head Start assistants will focus on cross content lesson delivery during targeted Tiered small group instruction.
Identified students will be placed in one of two classrooms with certified teachers of the Reading By design program

    Evaluation Data Sources: EOC KEA & CIRCLE

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By June 2022, 80% of categorized Special Population students will demonstrate proficiency on end of course assessments for Math and ELA.

Evaluation Data Sources: All teacher will deliver first time instructional lessons that focus on skills needed to master EOC examinations.
Teachers will utilize Sheltered Instructional strategies during whole group and small group lessons.
Teachers and Head Start assistants will focus on cross content lesson delivery during targeted Tiered small group instruction.
Identified students will be placed in one of two classrooms with certified teachers of the Reading By design program

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 99% of Title I Parent Compact and Socioeconomic Form Completion, Monthly Parent Meetings by the end of school year

    Evaluation Data Sources: Completion rates for Title 1 Parent Compacts
Completion of Socioeconomic Form

Strategy 1 Details	Reviews			
Strategy 1: Assist families in completing all documents through call outs, virtual meetings and drive thru support,	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% completion of Socioeconomic Forms and Title I Parent Meetings	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrative Team, Teachers **Action Steps:** Pass out documentation to all families Provide reminders through Class Dojo, call outs and school marquee Use status report to identify families with incomplete forms Conduct call outs, virtual meetings, and drive thru assistance to complete documents **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools	100%	100%	100%	
	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: 347
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.

Strategy 1 Details	Reviews			
Strategy 1: Input immunization data entry and state reporting for all students	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% immunization data entry for students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrative Staff, School Nurse Designee **Action Steps:** Head Start program provides support with all screenings for Pre-K Students Kindergarten students screening to take place with district support from Health and Medical Department School Nurse updates all records **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools	15%	25%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.

Strategy 1 Details	Reviews			
Strategy 1: Conduct vision screening for all students and refer parents when concern arises	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students receive vision screening	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrative Team, School Nurse Designee				
Action Steps: Head Start program provides support with all screenings for Pre-K Students Kindergarten students screening to take place with district support from Health and Medical Department School Nurse updates all records **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools	0%	15%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.
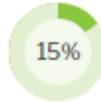
Strategy 1 Details	Reviews			
Strategy 1: Conduct hearing screening for all students	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students receive hearing screening and data inputted	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrative Team, School Nurse Designee				
Action Steps: Head Start program provides support with all screenings for Pre-K Students Kindergarten students screening to take place with district support from Health and Medical Department School Nurse updates all records	0%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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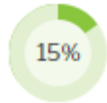
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Strategy 1 Details		Reviews			
Strategy 1: Administrative team will be trained on how to administer medication.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive proper medication delivery		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Administrative Team **Action Steps:** Identify all student medications Training on medication administration Administer medication to students on schedule **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools		0%	15%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: 2
Number of AEDs on campus: 4

Strategy 1 Details		Reviews			
Strategy 1: School Nurse will perform monthly maintenance checks for all AEDs and complete annual report.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Well-maintained AEDs Completed annual reports for Health & Medical		**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Nurse, Principal

Action Steps: Receive maintenance training.
Identify locations of AEDS on campus
Perform maintenance on AEDs
Complete annual report
Submit annual report to Principal and Health & Medical Dept.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

0%	20%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Students will utilize and engage in Imagine Literacy for 60 minutes per week.
2	1	1	1	Students will utilize and engage in Imagine Math for 60 minutes per week.
2	1	2	1	Increase teacher capacity related to best instructional practices during small group instruction.
3	1	1	1	Tier I Whole Group Writing Instruction and practice TELPAS writing samples that are monitored and rated to the TELPAS Rubric.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Students will utilize and engage in Imagine Literacy for 60 minutes per week.
2	1	1	1	Students will utilize and engage in Imagine Math for 60 minutes per week.

State Compensatory

Budget for 360 Bellfort Early Childhood Center

Total SCE Funds: $68,755.75
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Bellfort ECC uses this funding to purchase supplies for students for our intervention programs.

Personnel for 360 Bellfort Early Childhood Center

Name	Position	FTE
Martinez, Julio C	Tchr, Bilingual Kinderga	1
Rodriguez Herrera, Gethsemani	Tchr, Kindergarten	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 Administration, SDMC, Wraparound Specialist, Teachers and Staff.

Bellfort ECC targets education to EL's in both programs ESL and Bilingual Transitional. To meet their needs, we:

1. Address the social-Emotional needs of the students by implementing Conscious Discipline, Project Class and Sensory Room as a school-wide program. In conjunction with Wraparound services, this program will ensure that the students develop their social/emotional skills to support their academic learning within their class.

2. Every teacher will plan and execute age-appropriate lessons emphasizing all four core content areas, reading/language arts, math, science, and social studies, using effective strategies to develop a solid foundation for their elementary grades to ensure our students meet end of year goals.

3. Bellfort ECC will incorporate four enrichment classes where the students will have the opportunity to extend the knowledge and skills they are learning in Art, Literacy Lab, STEM Lab and Physical Education.

4. After KEA Wave 1 and CIRCLE Wave 1 is complete, we will identify the students with academic challenges and provide additional support through pull-out groups.

5. By the end of the first semester, identify the students who are meeting expectations and provide more rigorous instruction through Pre-Guided Reading, collaborative PLC and modeled lessons

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 to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. Data Analysis
2. Budget Analysis
3. Teaching Reflections
4. Feedback Analysis

Campus administration, Wraparound Specialist and teachers conducted data analysis to collect and track data for students academic and non-academic needs. Collected data was utilized to identify trends to generate commonalities. Budget Analysis has been conducted to reflect on how monies are spent to drive instruction. Teachers and administration reflect on teaching using TADs and data to draft a plan to support scholars growth. Feedback from Bellfort families and staff are collected an analyzed to identify the culture, climate and next steps in our growth.

Active particpation and collaboration allows for all stakeholders to gain ownership and responsibility to ensure students are supported in meeting their academic goals

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:

- Data Disaggregation of CIRCLE and KEA data after each administration wave. Anecdotal data is collected.
- Students are grouped according to their needs and a plan is established to address the needs of each one of the class groups.
- Determine which students will need enrichment, support to meet gaps, and intense support because they are falling behind most of the students in the group.
- Support staff, including teaching assistants, Head Start, educational resources, technology tools, are allocated to teachers to address the needs of students, particularly the ones behind before their gap increases and they become at-risk.
- Tier III students are targeted for individual needs assessments to ensure all potential factors that may impact success are identified and addressed.
- Plans are created to monitor progress and document growth steps.
- PLC's
- Review of Running Records through RazKids
- CLI PreK/K
- Universal Screening
- Writing Samples
- Coaching, Walk-Throughs & Observations
- At-Bats/ Lesson Modeling
- Data binders
- Anecdotal Notes

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

The SIP is available to parents in the following locations:

- Campus website
- Hard copies by request

The SIP was made available to parents by:

- Monthly Parent Meetings
- Family Literacy and Math Nights
- School Messenger Text
- Class Dojo School Story
- School Generic Email Account
- Parent Conferences
- Monthly Calendars
- SDMC Minutes
- School Events and Festivals

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:

1. Teachers will have the opportunity to meet weekly during PLC to identify the curriculum TEKS to implement the following week along with strategies, formal and informal assessments, CFU, etc., needed to maintain students' progress and meet their needs.
2. During weekly PLC, the teachers will discuss the students' progress and share/brainstorm different strategies to re-teach the lesson objective that the students did not master the previous week, as well as model best teaching practices for specific and actionable feedback to incorporate prior to delivery.
3. Teachers connect with appraiser and leadership team for resources to support the students who are not meeting the TEKS.
4. Teachers connect with the appraiser or principal if further services are needed to support the student. This includes meeting with the parents, IAT referral, etc.
5. Administration surveys teachers to determine if PD is needed for any parts of the new curriculum.
6. Presenting the same information in different ways for visual, aural and verbal learners
7. Use a variety of media Provide supplemental materials to the lesson plan Technology accessible for all students
8. Varied activities: whole group, paired or individual work, small group learning, workstations
9. Culturally relevant teaching practice and resources
10. Focus on the skills and language of learning
11. Administration of BOY, MOY and EOY KEA and CIRCLE
12. Tiered instruction and differentiated instruction in small groups and workstations utilizing HISD Curriculum documents

2.5: Increased learning time and well-rounded education

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

1. Every classroom will have at least 30 minutes to provide small group or one-to-one intervention time daily.
2. Every teacher will have differentiated workstations where the students will have the opportunity to practice and review the content and skills learned daily.
3. Teachers will receive support from either a Head-Start teacher or teaching assistant if students in Tier III need additional support.
4. Enrichment teachers will align their lessons to enrich and support the TEKS and skills learned daily in the classroom.
5. Fine Arts incorporated through Science and Social Studies
6. STEM Lab - Enrichment
7. Thematic Learning Units
8. Hands On play-based learning experiences
9. Piano, Choir, Garden, Yoga and Girl Scouts Extended Day programs

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: Conduct frequent coaching walkthroughs to ensure curriculum and instruction are happening, aligned, assessed, and collected data. Conduct monthly instructional rounds internally and with visiting campus to ensure we provide teachers with appropriate feedback and guidance. Share findings with teachers after each instructional round. Develop an action plan with specific steps, look fors, and areas for the teachers to target for the upcoming visits. Modeling of implemented next steps are reviewed and feedback given to ensure growth is taking place.
  Proficient Tier 1 explicit instruction taking place in all content areas: Use different sources of data to determine the students' needs. Drive planning and instruction based on the data collected every week and address the different groups' needs in your classroom. Instructional and workstations should be aligned to meet the diverse groups in the

classroom, including at grade level, above grade level, and below grade level. Materials and enrichment activities should also be differentiated to meet each group's needs and prepared prior to implementation. Determine what other resources are needed to help and support each group in your class.

- Bi-weekly AT BATs: Teacher will need AT BAT's every day within their respective planning groups. During planning, the teachers must ensure that students have different ways to review and practice the content/skill. Ensure that students follow a difficulty increased progression of the content or skill. The skill must always be presented following the concrete-abstract release model. Each student will have the opportunity to participate in small group intervention.For students at-risk, it will be mandatory to participate in a small group during the content area block that they are having difficulty. Small group interventions are supported by Teacher Assistants, Enrichment Teachers, and Head Start Staff.
- Small Group Instruction based on student data needs: Teachers will be responsible for keeping, analyze, and use data to drive planning, instruction, and student's additional support. Data will be kept in a "Data Binder" that each teacher already has. Data will include the Circle/KEA assessment data mandated by the district three times per year. In addition, the teacher will have a progress check between each testing wave. Daily observations will be part of the students' anecdotal data, which also be kept in the data binder. The purpose of data collection will be used to support planning, group students for interventions and enrichment, as well as to keep the parents informed of the progress, challenges, and student's needs.

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:

- Parent - Caregiver of respective Bellfort ECC student
- Title I Coordinator - Bellfort administrator that conducts the Title I Parent Meetings, trainings and fund management
- Teacher Representative - Bellfort faculty member that represents teachers decisions
- Principal - instructional leader and campus representative
- Community Members - represents community perspective
- Wraparound Specialist - provides and connects families to non-academic resources

The PFE was distributed

- On the campus website
- Monthly Parent Meetings
- Front Office upon request

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Math and Literacy Night
- Fall Festival
- Spring Festival
- Coffee with the Principal
- Garden Club
- Campus Beautification Campaign
- Parents VIPS

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 10am
- Meeting #1 Alternate - September 23, 2021 at 3:30pm
- Meeting #2 - November 16, 2021 at 10am
- Meeting #2 Alternate - November 16, 2021 at 3:30pm
- Meeting #3 - January 11, 2022 at 10am
- Meeting #3 Alternate - January 11, 2022 at 3:30pm
- Meeting #4 - April 19,2022 at 10am
- Meeting #4 Alternate - April 19, 2022 at 3:30pm

Title I Personnel

Name	Position	Program	FTE
Ambur Cotton	Teaching Assistant - 10M		1.0
Citlaly Velasquez	Teaching Assistant - 10M		1.0
Maria Negrete	Teaching Assistant - 10M		1.0

Addendums

SIP APPROVAL 2021-2022

School Name and Campus #: Bellfort Early Childhood Center

Principal Name: Jesseye Brown

Area Office: Elementary Schools Office 3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on *October 11, 2021* as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.
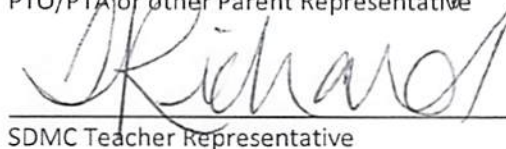
Principal   10·11·21
Date

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative   10·11·21
Date

SDMC Teacher Representative   10·11·21
Date

Hilarion Martinez
School Support Officer/Lead Principal   10/11/21
Date

Area Office Superintendent   10/11/21
Date

_Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)_
(if applicable or still in use under grant contract)   _Date_

**2021-2022 Professional Development Plan***				
PD Dates	**PD Format**	**PD Topic**	**Resources Needed**	**SIP Goal Alignment**
Aug. 16	In Person & Virtual - Teams	9:00-9:45am "A Day at a Time" Schedule Review Starring Mrs. Brown 11:45-12:45 "Systems & Routines" Starring: Mrs. Sandoval & Mrs. Newell 12:45pm-1:15pm "Morning Message" Starring: Ms. Austin, Ms. Jones & Ms. Richards 1:15pm-3:00pm "Curriculum Pacing Calendar & Planning" Starring: Ms. Austin, Mrs. Sandoval, & Mrs. Acosta	Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Aug. 17	In Person & Virtual - Teams	7:45-8:45am "Bellfort Data Review" Starring: Mrs. Smith- Woodson & Mrs. Neveu "SPED Overview" Starring Ms. Newell "RTI/IAT Process" Starring Mrs. Smith-Woodson 8:45am-10:45am "Instructional Focus" Starring: Mrs. Acosta -Guided Reading -Workstations -Small Group -Monthly Themes 10:45-11:45 "Formative Assessment" Starring Mrs. Woodson, Ms. A. Austin 12:15pm-1:15pm "ESL Block for All Bilingual Teachers" Starring: Ms. Escandon 12:15-1:15 Head Start Collaborative All Pre K Teachers 1:15pm-2:15pm "TADS Update" Starring: Mrs. Brown 2:15-3:00 "Math Block" Starring Ms. Richard & Mrs. Newell	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Aug. 18		Teacher Prep Day	Teacher Resources	
Aug. 19	In Person & Virtual - Teams	Reading Academy	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers,	This PD aligns to support the systems and routines necessary for our

			district planning resources, pacing calendar	students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Aug. 20	In Person	7:30am-9:30am "1st Day Procedures At Bats" Starring: Mrs. Guerra, "A" Team & Queen Bees	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Sept. 17	Virtual - Teams	- Guided Reading - Math Curriculum Changes - Math fluency during the math block - HB 3 Math Strategies	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Oct. 4	In Person	1. **Campus Planning Time** 2. **Completion of OneSource Courses**	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy and 5% point on CIRCLE.
Feb. 21	In Person	1. Campus Planning Time 2. Reading Academy 3. Guided Reading	Campus data, Laptops, Internet, pocket charts, anchor chart paper, makers, district planning resources, pacing calendar	This PD aligns to support the systems and routines necessary for our students to grow to 45% in KEA Literacy

				and 5% point on CIRCLE.

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