

**Houston Independent School District
360 Belfort Early Childhood Center
2022-2023 Campus Improvement Plan**



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Comprehensive Needs Assessment

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 1:26 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. 22-23 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 1:26 in Kindergarten
- Average student to teacher ratio of 2:22 in Pre-Kindergarten
- 0% of our students received discipline infractions for the 2021-2022 School Year

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The Parent Engagement level at Belfort 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 1-6 of the 2021-2022 School Year was 87.88% **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: Pre-Kindergarten students are entering school with limited skills related to appropriate behavior and social interaction **Root Cause:** Most students are home with limited interactions with other children their age and often times experience increased time on technology devices.

Problem of Practice 2: Teachers plan in small groups and misunderstand lesson delivery. **Root Cause:** Teachers plan but fail to share resources or model the lesson delivery and outcomes prior to delivery.

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

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
- Other PreK - 2nd grade 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 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
- 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: 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.

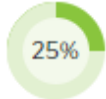




Goal 1: The percent of all students scoring Tier I On Track on the Kindergarten Early Assessment (KEA) Language & Literacy category will be 54% in 2022-2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Kindergarten students will increase from 89% to 94% in English Literacy on KEA Assessment and from 81% to 86% in Spanish Literacy for KEA Assessment.

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement imagine learning for 60 minutes a week</p> <p>Staff Responsible for Monitoring: Administrative Staff, Teacher Leaders, DDIS, CTC, FAC</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 2: 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.






Goal 1: The percent of all students scoring "On Track" on the Kindergarten Early Assessment (KEA) specifically Math 1 and Math 2 category, shall reach 82% for the 2022-2023 school year.

Strategic Priorities:

Expanding Educational Opportunities

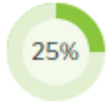




Measurable Objective 1: Through measurement of 2021-2022 End of Year data for the KEA Assessment, monolingual Kindergarten students will increase by 15% points resulting in 82% mastery for the over all Math category.

Evaluation Data Sources: KEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Student will improve math comprehension and scores on Circle assessment by progressing through imagine math targeted lessons.</p> <p>Strategy's Expected Result/Impact: Student will improve in math comprehension and scores on KEA assessment.</p> <p>Staff Responsible for Monitoring: Administrative staff Teachers DDIS CTC FAC</p> <p>Action Steps: Teachers will be trained on how to use imagine math and Clever log in Parents will complete minutes and passed lessons during workstations and enrichment time Weekly reports for participation and passed lessons will be generated and updated in the hallway leader board</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2: Through measurement of 2021-2022 End of Year data for the KEA Assessment, bilingual kindergarten students will increase by 10% points resulting in 84% mastery for the EOY Math operations category.

Evaluation Data Sources: KEA assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity related to instructional best practices during small group instruction.</p> <p>Strategy's Expected Result/Impact: Students participate in individualized learning opportunities during small group instruction which strengthens their skills related to targeted math concepts.</p> <p>Staff Responsible for Monitoring: Teacher of record Teacher specialist Assistant Principal Principal</p> <p>Action Steps: Campus teacher will utilize math manipulative kits provided by HISD early childhood department during small group Teachers will use strategic tiered grouping based on District BOY, MOY, & EOY data sets for the Circle and 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 studnets</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: School Progress

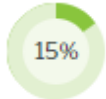
Strategic Priorities:


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier I Whole Group Writing Instruction and practice TELPAS writing samples that are monitored and rated to the TELPAS Rubric.</p> <p>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 students to be on pace to exit LEP program by 3rd grade.</p> <p>Staff Responsible for Monitoring: Campus Teachers, Teachers Assistants, Teacher Specialist, and Principal</p> <p>Action Steps: All teacher will assess students BOY levels in all four domains: Listening, Speaking, Reading, and Writing.</p> <p>Teachers will utilize Sheltered Instructional strategies during whole group.</p> <p>Teachers will monitor student growth in all four domains and assess at mid year.</p> <p>Teachers will deliver ESL lessons with heavy focus on ELPS.</p> <p>Teachers will monitor students writing through daily whole group writing workshops.</p> <p>Effective Tier 1 instruction to support EL students.</p> <p>Teacher utilize TELPAS Rubric to rate students throughout the year and adjust instruction to grow students progress.</p> <p>Progress will be monitored through the use of campus walkthroughs, observations, teacher reporting, teacher data conversations, student products, progress monitoring, and campus assessments.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Board Goal 4: 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.

Goal 1: By June 2023, 80% 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 20% of staff to 30% of campus staff.

Evaluation Data Sources: Reading by Design Certifications

Reading by Design Strategies embedded in Tier I instruction




Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers complete Reading By Design training and implement curriculum during Tier 1 and small group instruction</p> <p>Strategy's Expected Result/Impact: Early detection of Dyslexia and targeted support Scaffolding reading skills for early literacy</p> <p>Staff Responsible for Monitoring: Teachers Teacher specialist</p> <p>Action Steps: Teachers register and attend training Teachers become certified after completion of program training Teacher implements RBD strategies Progress monitor during small group instruction Early detection and recommendations for dyslexia students occur</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By June 2022 school year, campus wide attendance rate will increase by 5% to 92% from 87% for the 20-21 School Year

Evaluation Data Sources: Federal & State Compliance

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent phone calls to students who are not on campus by 8:30am</p> <p>Strategy's Expected Result/Impact: Identify and recapture students who are frequently absent at school.</p> <p>Staff Responsible for Monitoring: Wrap around resource specialist Assistant Principal Campus SIR Front Desk clerk Teacher Assistants</p> <p>Action Steps: Utilize pre-attendance folders for tracking trends of students who are not at school by 8:30am Teacher assistants contact parents of two assigned classroom teachers and begin calls for absent students Notification is made and documented for future conversations with parent regarding attendance contracts</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a daily pre-attendance folder</p> <p>Strategy's Expected Result/Impact: Observe and correct trends in student attendance behaviors that can aide in recapturing students ADA</p> <p>Staff Responsible for Monitoring: Assistant principal Wrap Around resource specialist Teachers Teacher Assistants Campus SIR Front desk clerks</p> <p>Action Steps: Create daily pre-attendance folders for each classroom Update with weekly rosters for each classroom Collect folders at 8:30am and begin phones calls to absent students documenting the reason for absence</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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: Electronic campus discipline referral requests

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Conscious Discipline classroom strategies and routines</p> <p>Strategy's Expected Result/Impact: All students in pre-kindergarten and kindergarten will participate in conscious discipline program strategies.</p> <p>Staff Responsible for Monitoring: Campus behavior specialist Teachers Teacher Specialist</p> <p>Action Steps: Create electronic discipline referral form Utilize conscious discipline breathing techniques and curriculum components throughout the day and during morning announcements</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus behavior specialist will present daily SEL lessons during morning announcements</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus behavior specialist Principal</p> <p>Action Steps: Implement daily morning social and emotional support lessons that focus on conscious discipline curriculum components</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities:

Transforming Academic Outreach

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


Evaluation Data Sources: First time instruction observed through classroom walks


Lesson plans


HISD Ontrack data system


KEA


CIRCLE

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will deliver first time instructional lessons that focus on skills needed to master EOC examinations.</p> <p>Strategy's Expected Result/Impact: TeacherStudents will receive quality first time instruction that will create positive impacts on learning outcomes.</p> <p>Staff Responsible for Monitoring: Teachers Teacher specialist Assistant Principal Principal</p> <p>Action Steps: Teachers will utilize Sheltered Instructional strategies during whole group and small group lessons. Teachers and teacher assistants will focus on cross content lesson delivery during targeted tiered small group instruction. Identified students in Kindergarten will be receive instruction with certified teachers of the Reading By design program.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify




 Discontinue


Board Goal 5: N/A - Additional Campus Goals


Goal 6: PARENT and COMMUNITY ENGAGEMENT


Measurable Objective 1: Completion of 99% of Title I Parent Compact and socioeconomic form completion, monthly parent meetings by end of school year


Evaluation Data Sources: Completion rates for Title I parent compacts
 Completion of socioeconomic forms
 Title 1 documentation review and meeting tracking

Strategy 1 Details	Reviews			
<p>Strategy 1: Assit families in completing all documents through call outs, virtual meetings and drive through support</p> <p>Strategy's Expected Result/Impact: 100% completion of socioeconomic forms and Title 1 parent meetings</p> <p>Staff Responsible for Monitoring: Title 1 Campus coordinator Campus SIR Administrative team</p> <p>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</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES






Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: District wide health data tracking system

Strategy 1 Details	Reviews			
<p>Strategy 1: Collect and Input immunization data entry and state reporting for students Strategy's Expected Result/Impact: 100% immunization data entry for all enrolled students Staff Responsible for Monitoring: Campus nurse Assistant Principal Action Steps: Collect immunization records for enrolled students Monitor for missing documents Notify parents of missing documents input and track in data management system</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: 100% of hearing screenings for enrolled students on campus will take place by February 2023.

Evaluation Data Sources: District wide health data tracking system

Strategy 1 Details	Reviews			
Strategy 1: Conduct hearing screenings Strategy's Expected Result/Impact: 100% of students will receive hearing screenings Staff Responsible for Monitoring: Nurse Principal Action Steps: Create a schedule for campus classrooms to follow for screenings Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of vision screenings for enrolled students on campus will take place by February 2023.

Evaluation Data Sources: District wide health data tracking system

Strategy 1 Details	Reviews			
Strategy 1: Conduct vision screenings Strategy's Expected Result/Impact: 100% of students will receive vision screenings Staff Responsible for Monitoring: Nurse Principal Action Steps: Create a schedule for campus classrooms to follow for screenings Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
 No Progress  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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 360 Bellfort Early Childhood Center

Total SCE Funds: \$3,932.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

We use SCE funding to fund interventions for our students that are Tier 2 and 3 using campus assessments.

Personnel for 360 Bellfort Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aracely J Beltran Cortes	Bilingual Kindergarten	1
Gethesemani Rodriguez Herrera	Kindergarten Teacher	1

Title I

1. 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.

Belfort 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. Belfort ECC will incorporate three enrichment classes where the students will have the opportunity to extend the knowledge and skills they are learning in Art, Literacy 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

2. Campus Improvement Plan

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 Belfort families and staff are collected and analyzed to identify the culture, climate and next steps in our growth.

Active participation 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. Thematic Learning Units
7. Hands On play-based learning experiences
8. 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.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The plan was evaluated.

4. Parent and Family Engagement (PFE)

4.1: 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 Belfort ECC student
- Title I Coordinator - Belfort administrator that conducts the Title I Parent Meetings, trainings and fund management
- Teacher Representative - Belfort 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

4.2: 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 14, 2022 at 9am
- Meeting #1 Alternate - September 14, 2022 at 3:30pm
- Meeting #2 - October 11, 2022 at 9am
- Meeting #2 Alternate - October 12, 2022 at 3:30pm
- Meeting #3 - January 10, 2023 at 9am
- Meeting #3 Alternate - January 11, 2023 at 3:30pm
- Meeting #4 - February 14, 2023 at 9am
- Meeting #4 Alternate - February 15, 2023 at 3:30pm

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandrea Rodriguez	Teaching Assistant - 10M		1
Marissa Baines	Sr. Academic Tutor		1
Veronica Lopez	Teaching Assistant		1

Campus Based Consultation Committee

Committee Role	Name	Position
Administrator	Jesseye Brown	Principal
Administrator	Alicia Smith	Assistant Principal
Parent	Marquis Page	Parent Representative
Business Representative	Dr. Wesley Austin	Community/Business Member
Non-classroom Professional	Karina Hernandez	General Clerk III 12M
Classroom Teacher	Tracie Richard	Teacher
Classroom Teacher	Paula McCreath-Wright	Early Childhood Special Education Teacher
Classroom Teacher	Treshanna Taylor	Classroom Teacher
Parent	Edrianna Newell	Parent
Community Representative	Maria Negrete	Community Member
Community Representative	Eddejea Page	Community Member