

2025-2026 Action Plan

Bellfort Early Childhood Center

Cashe' Alexander
Principal

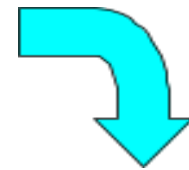
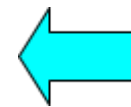
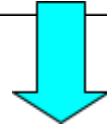
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Needs related to student achievement data

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

Needs related to improving the quality of instruction

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

System evaluation (philosophy, processes, implementation, capacity)

Parameters and metrics established by the District

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

Key Actions

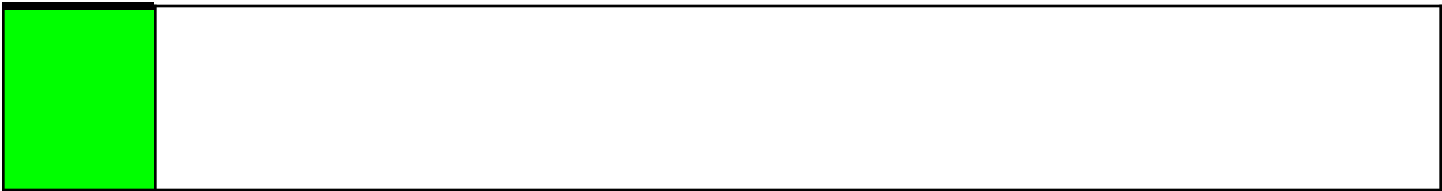
School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Strengthen Foundational Literacy and Numeracy Instruction to Provide High-Quality Instruction
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By January 2026, at least 50% of Pre-K 4 students will score "On track" benchmarks in phonological awareness as measured by the CLI Circle assessment; that number will increase to 75% by May 2026. • The campus leadership will observe and provide targeted feedback on literacy or mathematics instruction in 100% of classrooms at least once per month using the SPOT Observation Form. • By January 2026, 60% of teachers will receive an average rating of "Proficient" or higher on the campus' SPOT Observation Form, aligned with HISD's IRT expectations; that number will increase to 80% by May 2026.
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>

- Facilitate training on CLI Circle Phonological Awareness domains and effective literacy/math strategies during August PD and quarterly follow-ups
- Schedule and conduct monthly SPOT Observations for 100% of Pre-K 4 classrooms with written feedback delivered within 48 hour
- Calibrate feedback by co-observing at least 3 classrooms per month with Instructional Coach using SPOT rubric and HISD instructional expectations
- Lead weekly data meetings with grade-level teams to review Circle assessment data, identify trends, and determine small group focus areas
- Provide targeted coaching cycles (at least 2 cycles per semester) for teachers who score below "Proficient" on SPOT Observations
- Monitor lesson plans weekly for evidence of phonological awareness and early math integration, providing actionable feedback
- Host mid-year and end-of-year data retreats to evaluate progress toward CLI Circle goals and adjust supports

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Implement daily phonological awareness routines (e.g., rhyming, syllable segmentation, sound isolation) during whole group and small group literacy blocks
- Deliver intentional math instruction with a focus on number sense, counting, subitizing, and comparing quantities during math block and centers
- Administer and record results of CLI Circle assessments with fidelity during BOY, MOY, and EOY windows; use data to adjust instruction
- Analyze student data during weekly PLCs and plan targeted small group instruction based on Circle benchmarks and student needs
- Maintain and submit weekly lesson plans that include phonological awareness and math objectives aligned to Pre-K Guidelines
- Participate in two coaching cycles per semester, including pre-conference, observation, and post-conference to refine instructional practices
- Use SPOT rubric self-reflection to set personal instructional goals and collaborate with coach on achieving "Proficient" or higher rating



Key Action One: Staff Development

Who: All Pre-K teachers, instructional aides, and instructional leadership team

What:

- Deep dive into phonological awareness components (rhyming, segmentation, blending, sound isolation)
- HISD-aligned practices for modeling, guided practice, and checks for understanding
- Strategies for building number sense through counting, subitizing, and comparing quantities
- Hands-on practice with anchor tasks, manipulatives, and visuals
- Identify and define "Proficient" instructional behaviors in PK settings (aligned to SPOT Form)
- Teachers and leaders co-analyze model lesson clips and artifacts (e.g., student work)
- Focused look at teacher language, scaffolded questioning, and engagement routine

When:

- August 2025, before the school year begins
- October 2025, on-site PD

Where: Belfort ECC

Key Action One: Budget

Proposed item	Description	Amount
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Staff development	To ensure all Pre-K 4 teachers demonstrate proficiency in foundational instruction, especially in phonological awareness and math, and to support school leaders in conducting targeted observations and feedback that lead to improved instruction.	500
Materials/resources	Training materials & manipulatives Video resources & calibration tools	600
Purchased services		
Other		
Other		
TOTAL		1000
Funding sources:		

KEY ACTION TWO

Key Action <i>(Briefly state the specific goal or objective.)</i>	
	Implement Rigorous Progress Monitoring and Data-Driven Instruction to Improve Student Achievement
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none">● By January 2026, the campus will show a 10% reduction in the number of pre-kindergarten students scoring “Needs Support” on phonological awareness overall score at BOY assessment as measured by the CLI circle assessment; the reduction will increase to 15% by May 2026.● By January 2026, the campus will show a 10% reduction in the number of kindergarten students scoring “Well Below Benchmark” on the Composite score at BOY assessment as measured by the Lectura assessment; the reduction will increase to 15% by May 2026.● By January 2026, the campus will show a 10% reduction in the number of pre-kindergarten students scoring “Needs Support” on math overall score at BOY assessment as measured by the CLI circle assessment; the reduction will increase to 15% by May 2026.● By January 2026, the campus will show a 10% reduction in the number of kindergarten students scoring “Well below benchmark” on math scores at BOY assessment as measured by the NWEA Map Math assessment; the reduction will increase to 15% by May 2026.● 70% of PK students will be “On Track” on the Math Overall Score by MOY; this will increase to 85% by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none">● Train all PK and K teachers on assessment administration and data analysis protocols for CLI, DIBELS/Lectura, and MAP Growth● Develop and share a campus-wide assessment calendar outlining BOY, MOY, and EOY windows and progress monitoring checkpoints● Establish and facilitate weekly data meetings focused on analyzing literacy and math data, identifying Tier 2 and 3 students, and planning targeted instruction● Require and review data trackers biweekly to monitor progress on phonological awareness and math objectives; provide feedback

- Create and monitor intervention groups for literacy and math based on BOY data; adjust groupings monthly based on progress monitoring
- Observe small group instruction at least twice per month and provide targeted coaching on data-driven instruction
- Conduct quarterly data retreats with staff to review CLI, DIBELS, and MAP results and re-align small group instruction and supports
- Implement targeted coaching cycles for teachers of classrooms with high percentages of below-grade-level students

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Attend all trainings on assessment administration and data-driven instruction for CLI, DIBELS/Lectura, and MAP Growth
- Administer assessments with fidelity and input scores into the district's data systems by designated deadlines
- Maintain a classroom data tracker for each student in literacy and math; update after progress monitoring and assessments
- Conduct small group instruction daily using updated data to target phonological awareness and math skill gaps
- Create and implement intervention lesson plans for Tier 2 and Tier 3 students in literacy and math
- Participate in weekly data meetings and bring updated student data, work samples, and reflection notes
- Adjust groupings and instructional strategies monthly based on student progress and feedback from leadership team
- Collaborate with colleagues during PLCs to share effective strategies for improving student performance in phonological awareness and early math

Key Action Two: Staff Development

Who: All Pre-K and Kindergarten teachers, instructional aides, instructional coach, and administrators

What:

How to analyze BOY/MOY/EOY data to form Tier 2/Tier 3 groups

Progress monitoring calendar and expectations

How to maintain and use student data trackers

How to deliver high-impact small group lessons in:

- Phonological awareness
- Early number sense
- Guided reading for emergent readers
- Strategy-based math problem solving

Model lessons using HISD-aligned instructional strategies

Use of learning centers as extension of small group lessons

Using exit tickets and informal checks to monitor progress

When:

August 2025 – During Back-to-School PD Week

September 2025 (Initial) + Ongoing refreshers in November and February

Monthly, starting in September 2025 – May 2026

Where: Belfort ECC

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	To equip all instructional staff with the knowledge and tools to: <ul style="list-style-type: none">• Accurately administer, analyze, and act on CLI, DIBELS/Lectura, and NWEA MAP data.• Implement targeted small group instruction for Tier 2/Tier 3 learners.	650

	<ul style="list-style-type: none"> Use formative data to drive daily decisions in literacy, math, and phonological awareness instruction 	
Materials/resources	Printing and instructional materials	350
Purchased services		
Other		
Other		
TOTAL		1000
Funding sources:		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Foster Family Partnerships That Promote School Readiness
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By December 2025, at least 30% of families will attend one or more family engagement events focused on early literacy, math, or SEL readiness; this number will increase to 50% by May 2026. ● By December 2025, Belfort ECC will host at least two family workshops with an average attendance of 20 or more enrolled families. By May 2026, Belfort ECC will host two additional workshops with an attendance of 30 or more enrolled families ● By May 2026, 100% of teachers will have hosted at least one classroom-based parent activity or mini-workshop aligned with literacy and math, with documentation of attendance and instructional resources shared. ● By March 2026, at least 70% of families will participate in at-home learning activities, as tracked through teacher-collected return logs or family submissions.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Develop and publish a Family Engagement Calendar with dates and themes for all six workshops aligned to literacy, numeracy, and SEL goals ● Host a family engagement planning session with staff to co-create workshop topics, select presenters, and assign responsibilities ● Secure community partnerships and guest speakers to support workshop content and incentives for family participation (e.g., book giveaways, materials) ● Track and monitor family attendance at each workshop; analyze participation trends and adjust marketing strategies as needed ● Design and send home monthly newsletters that reinforce the workshop topics with take-home activities, QR codes, and resource links ● Lead training for staff on engaging families during arrival, dismissal, and conferences to promote two-way communication and encourage workshop attendance ● Send event reminders via flyers, SchoolMessenger, Parent Square, and personal phone calls one week and one day prior to each event ● Conduct end-of-year family engagement survey to evaluate satisfaction, barriers, and feedback on improving future events
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Promote upcoming family workshops by sending personal invitations home in student folders and through Parent Square
- Contribute to at least one family workshop per semester by leading a literacy, math, or SEL station, modeling routines, or co-presenting with a colleague
- Create and distribute at-home learning kits aligned with workshop themes (e.g., letter games, counting cards, visual schedules)
- Track and report individual family attendance to administration to ensure follow-up for non-participating families
- Host one classroom-based parent activity or “show what we know” event per semester to highlight student learning and reinforce home routines
- Share a monthly family tip sheet or video on Parent Square featuring easy, at-home literacy and math strategies tied to classroom learning
- Offer families goal-setting conferences during MOY to support individualized home learning goals based on student needs

Key Action Three: Staff Development

Who: All instructional staff (teachers, instructional aides), support staff (parent liaison, front office), and leadership team

What:

A hands-on, interactive session covering:

- HISD’s family engagement expectations
- Research-based strategies for engaging early childhood families
- Designing and leading effective family workshops
- Communicating with hard-to-reach families

- Modeling at-home literacy and numeracy routines

When: During Back-to-School Staff Development Week in August 2025

Where: Bellfort ECC

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	To equip Bellfort ECC staff with the knowledge, tools, and confidence to engage families in meaningful ways that directly support school readiness through early literacy, math, and SEL. Grade-level teams Teacher Specialist	700
Materials/resources	Workshop materials Reflection toolkit (data templates, feedback forms)	500
Purchased services	Printing of take-home materials and games	325
Other		
Other		
TOTAL		1675

Funding sources: Title 1, Bilingual and General Funds

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

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Indicators of Success:

- The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation
- Throughout the 2025-2026 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.
- Throughout the 2025-2026 school year, each special education teacher will receive at least one classroom observation per week, and feedback will align in part with the previous week's coaching action step(s).
- By the end of the 2025-2026 school year, the principal ensures that 100% IEP progress reports are delivered without delay.

Specific Actions- School leaders

- Provide all teachers with IEP accommodation /modification for every special education student
- targeted professional development on differentiated instruction for teachers that aligns with school improvement goals and instructional best practices.
- review data on the academic and behavioral progress of special education students and use this information to inform decisions.
- Conduct weekly classroom observations for SPED classrooms to provide actionable feedback to teachers on their instructional practices.

Specific Actions- Staff

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

Staff Development:

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

Budget:

Proposed Item	Description	Amount
Staff Development	Training for special education implementation and differentiate instruction	0.00
Materials/ Resources	<ul style="list-style-type: none">· District SPED Department· ARD Documentation· Monthly PLC· Literacy and Math Manipulatives· Flexible seating	0.00
Purchased Services		0.00