

HEB Independent School District



Bellaire Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

- ♦ Intentional: HEB ISD makes purposeful and strategic decisions.
- ♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Summary

Bellaire Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Chinese, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, 673. The composition of our students is:

Hispanic or Latino	72%	At Risk	66.9%
American Indian/Alaskan Native	1%	Economically Disadvantaged	85%
Asian	2%	Homeless	1.2%
Black	14%	LEP (Limited English Proficient)	61.5%
Pacific Islander/Hawaiian Native	1%	Dyslexia	3.3%
White	8%	504	3.5%
Two or More Races	3%	SPED	19.5%
Rtl	11.2%	GT (Gifted & Talented)	6.6%
Mobility Rate	5.73%		

Strengths

Bellaire’s demographic strengths are diversity of population, cultures and languages.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ 50% of African Americans and 57% of Hispanic students in the kindergarten monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.	Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.
2 ★ 28% of African American students and 33% of Hispanic students in the first grade monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.	Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.
3 ★ 14% of African Americans and 32% of Hispanics obtained Meets on 5th Reading STAAR.	Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.
4 ★ 0% of all 5th grade students received full credit on the ECR for the 2025 STAAR test which had an impact on performance level percentages.	Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.
5 The percentage of Special Education students in 4th grade who achieved the "Meets" category on the STAAR assessment was 15% in Reading and 14% in Math.	Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

6
★

The percentage of Special Education students in 4th grade who achieved the "Meets" category on the STAAR assessment was 15% in Reading and 14% in Math.

Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

7
★

The percentage of Special Education students in 5th grade who achieved the "Meets" category on the STAAR assessment was 9% in Reading and 0% in Math.

Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

8
★

Teachers did not designate which student would benefit the most from the Learning Lab.

Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

9
★

43% of all 3rd students obtained Meets on the 3rd Math STAAR; 29% of African American obtained Meets on the 3rd Math STAAR; 38% Hispanic obtained Meets on the 3rd Math STAAR; 5% of SpEd obtained Meets on the 3rd Math STAAR

The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.

10
★

In 3rd grade English 30.95% students and 24.14% of Spanish students correctly answer TEKS 3.4K correctly.

The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.

11
★

13% of all 5th students obtained Meets on the 5th Science STAAR; 0% of African American obtained Meets on the 5th Science STAAR; 13% of Hispanic obtained Meets on the 5th Science STAAR; 0% of SpEd obtained Meets on the 5th Science STAAR.

Students achieved less than 35% mastery in TEK 5.12A (biotic and abiotic factors) because teachers did not know when and how to provide STAAR-formatted questions and strategies to solve them.

12



29% of monolingual and 35% of bilingual fifth grade students correctly answered TEKS 5.12A (Biotic and Abiotic Factors).

Students achieved less than 35% mastery in TEK 5.12A (biotic and abiotic factors) because teachers did not know when and how to provide STAAR-formatted questions and strategies to solve them.

13



0% of all fifth grade GT students obtained Masters on the 5th Science STAAR;

GT students may not have received differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.

14



0% of all fifth grade GT students obtained Masters on the 5th Science STAAR; 0% of all fifth grade students obtained Masters on the 5th Science STAAR

GT students did not receive differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.

 = Priority

Student Learning

Summary

- The following addendums are attached in the Educational Operations Improvement Plans:
 - District with Campuses STAAR and STAAR EOC Reports
 - District TAPR Report
 - District Performance Objectives Report for this school year

Strengths

Bellaire Elementary Accountability – TEA Rating

Bellaire Elementary received a **“B” rating** from the Texas Education Agency (TEA) and earned **5 out of 6 Distinction Designations**:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Mathematics
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

School Processes & Programs

Summary

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, Rtl/MTSS, campus communications to staff and parents.
- Programs: Elementary Instructional Planning Sessions, Schools of Choice, Suzuki Strings, high quality professional development in technology and content areas, Counseling & Guidance, Social Worker-Community In Schools.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, Multicultural Night, Maker Space, Lego Club, STEM Club, Choir Club, Art Club, Student Council, Science Club, Math/Reading/Science Night, and after school clubs.

Strengths

School Processes and Program Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan
- Leading Through Exemplary Practice- LTEP

Programs:

- School of Choice
- Counseling & Guidance

Perceptions

Summary

Staff Survey Results

- 100% agree they are proud to work for HEB ISD.
- 95% would feel comfortable referring a good friend to work for HEB ISD.
- 100% feel comfortable encouraging others to enroll their children in HEB ISD.
- 96% agree HEB ISD has a positive reputation.
- 100% are proud of the quality of the services of my campus or department
- 95% agree that HEB ISD values the diversity of its employees.
- 89% agree they work in a positive and caring environment
- 92% agree the performance evaluation feedback I receive is useful.
- 87% agree campus administrator or immediate supervisor leads by example.
- 92% agree the campus administrator models the use of a systems approach to continuous improvement.
- 86% agree campus administrator or immediate supervisor provides opportunities for me to develop my skills.
- 95% agree they have the necessary technology and technology training to do their job effectively.

Parent Survey Results:

- 83% Rating of an A or B for overall quality of an HEB ISD education.
- 85% agree the HEB ISD serves the needs of cultural groups in our community.
- 85% agree administrators respond to parents courteously, and in a timely and professional manner.
- 88% agree teachers provided timely communication about my child's academic progress and behavior.
- 92% agree teachers provide suggestions for how I can help my child with his or her learning at home.
- 94% agree their child had received exceptional academic growth during this school year.
- 90% agree students feel safe in their school.
- 90% agree parents are satisfied with the communications from the school.
- 92% agree teachers and staff see me as a partner in my child's education.
- 92% agree I am aware of how my child and school utilize continuous improvement.

Student Survey Results

- 82% of students rate their overall physical well being is excellent.
- 80% students think this is a good school.

- 96% of students are treated with respect by teachers.
- 89% of students say they are doing their best in school.
- 82% of students say teachers challenge me to do better.
- 83% of students set daily learning objectives.

Strengths

Staff Survey Results

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Parent Survey Results:

- 92% agree teachers provide suggestions for how I can help my child with his or her learning at home.
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- 82% of students rate their overall physical well being is excellent.
- 80% students think this is a good school.
- 96% of students are treated with respect by teachers.
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Priority Problem Statements

Problem Statement

Root Cause

1
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50% of African Americans and 57% of Hispanic students in the kindergarten monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.

Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.

2
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28% of African American students and 33% of Hispanic students in the first grade monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.

Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.

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14% of African Americans and 32% of Hispanics obtained Meets on 5th Reading STAAR.

Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.

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0% of all 5th grade students received full credit on the ECR for the 2025 STAAR test which had an impact on performance level percentages.

Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.

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The percentage of Special Education students in 4th grade who achieved the "Meets" category on the STAAR assessment was 15% in Reading and 14% in Math.

Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

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Teachers did not designate which student would benefit the most from the Learning Lab.

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Students achieved less than 35% mastery in TEK 5.12A (biotic and abiotic factors) because teachers did not know when and how to provide STAAR-formatted questions and strategies to solve them.

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GT students did not receive differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

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
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

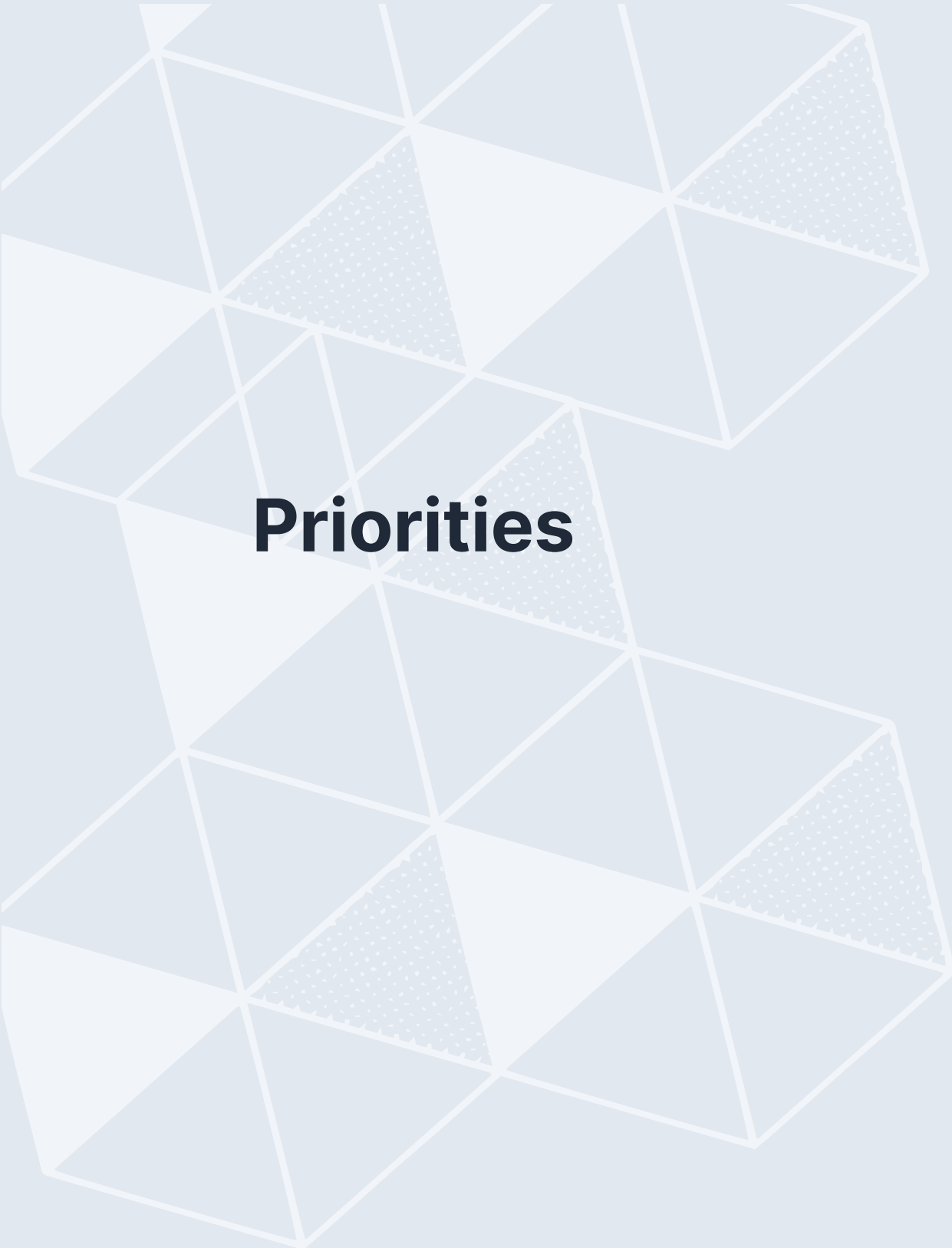


Community surveys and/or other feedback

Support Systems and Other Data



Budgets/entitlements and expenditures data



Priorities

Priority 1 Student Success

Goal 1

By the start of the August 20, 2025 school year, K-2 monolingual teachers will implement the From Phonics to Reading program daily with fidelity, as evidenced by teachers' daily lesson plans including the program and 90% of classroom walkthroughs showing implementation with fidelity.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Student Achievement: 1.2B 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish

Evaluation Data Source: Lesson plans, Walkthroughs, DIBELS/Lectura

Key Action 1

By the end of the second six weeks, kindergarten through second-grade teachers will implement daily small-group phonics instruction with fidelity. Administrators will track implementation through bi-weekly small group anecdotal documentation, with evidence that at least 90% of teachers are consistently delivering small-group phonics instruction as planned.

Action's Expected Result/Impact: Improvement of student phonological awareness

Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration

Problem Statements: Demographics 1, 2

Formative Reviews

Some Progress

November

February

June

June

Key Action 2

During the 2025-26 school year, all kindergarten through second grade teachers will attend 100% of district instructional planning meetings as evidenced by STRIVE attendance reports.

Action's Expected Result/Impact: Strengthen the first teach

Staff Responsible for Monitoring: Reading teachers, District Facilitators, Reading Instructional Specialist, Administrators

Problem Statements: Demographics 1, 2

Formative Reviews

Moderate Progress

November February June June

Key Action 3

During the 2025-26 school year, kindergarten through second grade teachers will participate in LTEP sessions focused on phonics at least twice per semester with the ELAR Instructional Specialist and Administration Team, as evidenced by sign-in sheets.

Action's Expected Result/Impact: Build strong first teach

Staff Responsible for Monitoring: K-1 Teachers, Reading Instructional Specialist, Administrators

Problem Statements: Demographics 1, 2

Formative Reviews

Considerable Progress

November February June June

Key Action 4

During Bellaire Family Literacy Night in October 2025, kindergarten through second grade teachers will provide families with activities to support literacy at home as evidenced by the grade level activity sheet.

Action's Expected Result/Impact: Provide parents with tools to support literacy at home

Staff Responsible for Monitoring: Reading teachers, Reading Instructional Specialist, Administrators

Problem Statements: Demographics 1, 2

Formative Reviews

Accomplished

November February June June

Goal 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
150% of African Americans and 57% of Hispanic students in the kindergarten monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.	Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.
228% of African American students and 33% of Hispanic students in the first grade monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment.	Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.

Goal 2 High Priority

By the end of the 2025-2026 school year, through the use of Learning Lab for grade level content support, 30% of special education students in 4th grade and 5th grade will score meets grade level on the reading and math STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Source: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1 Targeted Support Key Action

 Additional Targeted Support Key Action

By September 2025, teachers will use assessment data and input to identify students for the Learning Lab, ensuring all identified students are scheduled for targeted support as evidenced by the learning lab teacher form.

Action's Expected Result/Impact: Increased % of students meeting the standard on math and reading STAAR in Spring 2026.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers

Problem Statements: Demographics 6, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

February

June

June

Key Action 2 Targeted Support Key Action

Additional Targeted Support Key Action

By November 30, 2025, Instructional Resource teachers will collaboratively identify up to five priority TEKS standards in reading and math, using student performance data and IEP progress reports. These standards will be documented, shared with the grade-level teams, and revisited each grading period to track alignment and impact on student growth using SchoolCity.

Action's Expected Result/Impact: Increase special education teacher's knowledge of student STAAR growth goals

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers

Problem Statements: Demographics 6, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

November

February

June

June

Key Action 3 Targeted Support Key Action

Additional Targeted Support Key Action

By May 2025, at least 30% of 4th and 5th grade special education students will score at the Meets Grade Level standard on the reading and math STAAR assessments. Progress will be monitored through unit tests and the SpEd BLE tracker, and reteach lessons will be created and implemented for any identified low areas to address misconceptions and reinforce mastery.

Action's Expected Result/Impact: Increase special education teacher's knowledge of student STAAR growth goals

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers

Problem Statements: Demographics 6, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November

February

June

June

Key Action 4 Targeted Support Key Action

Additional Targeted Support Key Action

By January 31, 2026, 100% of teachers will complete the Gallup CliftonStrengths assessment and

identify their top five strengths. Teachers will reflect on how these strengths can be leveraged to improve instructional strategies for SpEd students, and each teacher will share a personal action step during a staff meeting.

Action's Expected Result/Impact: Increase special education teacher's knowledge of student STAAR growth goals

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers

Problem Statements: Demographics 6, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

February

June

June

Key Action 5 **Targeted Support Key Action**

 Additional Targeted Support Key Action

Between July 2025 and April 2026 TK Ed and Special Education Department will meet once a month with Bellaire Leadership and Special Education Teachers coaching on instructional leadership in observation, feedback, and data-driven instruction to support improved performance of students receiving special education services.

Action's Expected Result/Impact: Increased % of students meeting the standard on math and reading STAAR in Spring 2026.

Staff Responsible for Monitoring: Principal, Federal Programs Coordinator, Assistant Superintendent of Elementary Instruction

Problem Statements: Demographics 6, 7, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November

February

June

June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	The percentage of Special Education students in 4th grade who achieved the "Meets" category on the STAAR assessment was 15% in Reading and 14% in Math.	Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.
7	The percentage of Special Education students in 5th grade who achieved the "Meets" category on the STAAR assessment was 9% in Reading and 0% in Math.	Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.
8	Teachers did not designate which student would benefit the most from the Learning Lab.	Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

Goal 3

Effective October 2025, all fifth-grade ELAR/SLAR teachers will revise short-cycle assessments during weekly planning sessions to incorporate STAAR-aligned stem questions. These questions will be used to explicitly and rigorously teach the TEKS, as documented in lesson plans and supported by copies of the revised assessments.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Source: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1

Beginning October 2025, all fifth-grade ELAR/SLAR teachers will intentionally incorporate at least one revised question per module into classroom instruction by assigning it as an independent check for understanding.

Action's Expected Result/Impact: Increased % of students meeting the standard on the SCA.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers

Problem Statements: Demographics 3, 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

February

June

June

Key Action 2

Fifth grade teachers will participate in LTEP and Observation/Feedback with the ELAR Instructional Specialist and Administration Team throughout the 25-26 school year.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers

Problem Statements: Demographics 3, 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November

February

June

June

Key Action 3

During the 2025-26 school year, all fifth grade teachers will attend 100% of district instructional planning meetings as evidenced by STRIVE attendance reports.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers

Problem Statements: Demographics 3, 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

February

June

June

Key Action 4

During Bellaire Family Reading Night in October 2026, fifth grade teachers will provide families with activities to support literacy at home as evidenced by the grade level activity sheet.

Action's Expected Result/Impact: Build parent capacity in reading strategies

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Committee

Problem Statements: Demographics 3, 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

 Accomplished

November

February

June

June

Goal 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	14% of African Americans and 32% of Hispanics obtained Meets on 5th Reading STAAR.	Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.
4	0% of all 5th grade students received full credit on the ECR for the 2025 STAAR test which had an impact on performance level percentages.	Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.

Goal 4

By November 2025, third grade math teachers will implement three different TEKS 3.4K-aligned problem formats each week (e.g., one-step, two-step, missing addend) to strengthen students' problem-solving skills and conceptual understanding, as measured by performance on exit tickets and unit assessments.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Source: Lesson Plans, Unit Assessments

Key Action 1

By October 2025, teachers will implement TEKS 3.4K-aligned math problems twice per week during Problem of the Day and intentionally highlight common student errors in math discussions to address misconceptions, as evidenced by lesson plans, classroom observations, and student work.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Third Grade Teachers

Problem Statements: Demographics 9, 10

Formative Reviews

Moderate Progress

November February June June

Key Action 2

By September 2025, teachers will participate in TEKS 3.4K Leading Through Exemplary Practices (LTEP) and use assessment results and student work samples to identify misconceptions and reteach as needed, as documented during practice LTEP sessions and student progress on unit assessments.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Third Grade Teachers

Problem Statements: Demographics 9, 10

Formative Reviews

Moderate Progress

November February June June

Key Action 3

By November 2025, teachers will consistently spiral TEKS 3.4K into daily work, and exit tickets to reinforce mastery, as evidenced by lesson plans, student work samples, and improved performance on unit assessments.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Third Grade Teachers

Problem Statements: Demographics 9, 10

Formative Reviews

Moderate Progress

November February June June

Key Action 4

By October 2025, teachers will integrate TEKS 3.4K practice into Math Workshops throughout the school year, providing ongoing opportunities for student mastery, as evidenced by lesson plans and student work samples.

Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Third Grade Teachers

Problem Statements: Demographics 9, 10

Formative Reviews

Moderate Progress

November February June June

Key Action 5

Bellaire Elementary Math Committee will host a family Math Night in November 2025 to provide parents and families a activity to increase number fluency as evidence by the grade level Math Activity Summary Sheet.

Action's Expected Result/Impact: Build parent capacity in number fluency

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Math Committee

Problem Statements: Demographics 9, 10

Formative Reviews

Moderate Progress

November February June June

Goal 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
9	43% of all 3rd students obtained Meets on the 3rd Math STAAR; 29% of African American obtained Meets on the 3rd Math STAAR; 38% Hispanic obtained Meets on the 3rd Math STAAR; 5% of SpEd obtained Meets on the 3rd Math STAAR	The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.
10	In 3rd grade English 30.95% students and 24.14% of Spanish students correctly answer TEKS 3.4K correctly.	The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.

Goal 5

By May 2026, 100% of fourth and fifth-grade GT students will receive differentiated, accelerated, and enriched science instruction through the implementation of one targeted GT-specific science enrichment strategies per unit (e.g., advanced questioning, cross-disciplinary projects). The goal is for at least 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Source: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1

By May 2026, GT teacher and classroom teacher will implement higher-order questioning strategies (DOK Levels 3-4) in one lesson per unit, as evidenced by lesson plans and classroom observations, to ensure GT students are consistently challenged to analyze, evaluate, and create.

Action's Expected Result/Impact: 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers

Problem Statements: Demographics 13, 14

Formative Reviews

Moderate Progress

November February June June

Key Action 2

By May 2026, GT teacher and classroom teacher will provide one differentiated or enrichment option per unit (e.g., tiered assignments, project extensions, or choice boards) designed for GT students to extend their learning beyond grade-level TEKS. Lesson plans and student products will demonstrate evidence of differentiation.

Action's Expected Result/Impact: 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers

Problem Statements: Demographics 13, 14

Formative Reviews

Some Progress

November

February

June

June

Key Action 3

By May 2026, all 4th and 5th grade science teachers will consistently track GT students' progress using unit tests. Progress monitoring will focus on students' movement toward achieving 100% Masters level performance on the STAAR Science assessment.

Action's Expected Result/Impact: 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers

Problem Statements: Demographics 13, 14

Formative Reviews

Moderate Progress

November

February

June

June

Goal 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
13	0% of all fifth grade GT students obtained Masters on the 5th Science STAAR;	GT students may not have received differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.
14	0% of all fifth grade GT students obtained Masters on the 5th Science STAAR; 0% of all fifth grade students obtained Masters on the 5th Science STAAR	GT students did not receive differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.

Priority 3

Safety and Wellbeing

Priority 4 Effectiveness and Efficiency

Priority 5

Family and Community Partnerships



Priority Tables

Targeted Support Key Actions

Priority	Goal	Key Action	Description
1	2	1	By September 2025, teachers will use assessment data and input to identify students for the Learning Lab, ensuring all identified students are scheduled for targeted support as evidenced by the learning lab teacher form.
1	2	2	By November 30, 2025, Instructional Resource teachers will collaboratively identify up to five priority TEKS standards in reading and math, using student performance data and IEP progress reports. These standards will be documented, shared with the grade-level teams, and revisited each grading period to track alignment and impact on student growth using SchoolCity.
1	2	3	By May 2025, at least 30% of 4th and 5th grade special education students will score at the Meets Grade Level standard on the reading and math STAAR assessments. Progress will be monitored through unit tests and the SpEd BLE tracker, and reteach lessons will be created and implemented for any identified low areas to address misconceptions and reinforce mastery.
1	2	4	By January 31, 2026, 100% of teachers will complete the Gallup CliftonStrengths assessment and identify their top five strengths. Teachers will reflect on how these strengths can be leveraged to improve instructional strategies for SpEd students, and each teacher will share a personal action step during a staff meeting.
1	2	5	Between July 2025 and April 2026 TK Ed and Special Education Department will meet once a month with Bellaire Leadership and Special Education Teachers coaching on instructional leadership in observation, feedback, and data-driven instruction to support improved performance of students receiving special education services.

Additional Targeted Support Key Actions

Priority	Goal	Key Action	Description
1	2	1	By September 2025, teachers will use assessment data and input to identify students for the Learning Lab, ensuring all identified students are scheduled for targeted support as evidenced by the learning lab teacher form.
1	2	2	By November 30, 2025, Instructional Resource teachers will collaboratively identify up to five priority TEKS standards in reading and math, using student performance data and IEP progress reports. These standards will be documented, shared with the grade-level teams, and revisited each grading period to track alignment and impact on student growth using SchoolCity.
1	2	3	By May 2025, at least 30% of 4th and 5th grade special education students will score at the Meets Grade Level standard on the reading and math STAAR assessments. Progress will be monitored through unit tests and the SpEd BLE tracker, and reteach lessons will be created and implemented for any identified low areas to address misconceptions and reinforce mastery.
1	2	4	By January 31, 2026, 100% of teachers will complete the Gallup CliftonStrengths assessment and identify their top five strengths. Teachers will reflect on how these strengths can be leveraged to improve instructional strategies for SpEd students,

and each teacher will share a personal action step during a staff meeting.

1

2

5

Between July 2025 and April 2026 TK Ed and Special Education Department will meet once a month with Bellaire Leadership and Special Education Teachers coaching on instructional leadership in observation, feedback, and data-driven instruction to support improved performance of students receiving special education services.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Assistant Superintendent of Secondary Administration	4/1/2025	Jennifer Becker	7/1/2025
Child Abuse and Neglect	Coordinator of Counseling and Guidance	4/1/2025	Jennifer Becker	7/1/2025
Coordinated Health Program	Athletic Director	4/1/2025	Jennifer Becker	7/1/2025
Decision-Making and Planning Policy Evaluation	Deputy Superintendent of Education Operations	4/1/2025	Jennifer Becker	7/1/2025
Disciplinary Alternative Education Program (DAEP)	Principal of DAEP	4/1/2025	Jennifer Becker	7/1/2025
Dropout Prevention	Coordinator of Counseling	4/1/2025	Jennifer Becker	7/1/2025
Dyslexia Treatment Program	Director of Special Education and Dyslexia	4/1/2025	Jennifer Becker	7/1/2025
Title I, Part C Migrant	Migrant Coordinator	--	Jennifer Becker	7/1/2025
Pregnancy Related Services	Director of Health Services	--	Jennifer Becker	7/1/2025
Post-Secondary Preparedness	Coordinator of Counseling	--	Jennifer Becker	7/1/2025
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	--	Jennifer Becker	7/1/2025
Student Welfare: Crisis Intervention Programs and Training	Coordinator of Counseling & Guidance and Crisis Intervention Lead	--	Jennifer Becker	7/1/2025
Student Welfare: Discipline/Conflict/Violence Management	Coordinator of Counseling & Guidance and Crisis Intervention Lead	--	Jennifer Becker	7/1/2025
Texas Behavior Support Initiative (TBSI)	Coordinator of District Behavior	--	Jennifer Becker	7/1/2025
Technology Integration	Director of Technology	--	Jennifer Becker	7/1/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety and Security	--	Jennifer Becker	7/1/2025