



2026 – 2027

Campus Action Plan

Campus Name

Bellfort Early Childhood Center

Principal Name

Cashe' Alexander

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

ased on student achievement data, Bellfort ECC has a continued need to strengthen early literacy, numeracy, and language development outcomes for Pre-K and Kindergarten students. Current campus data from CLI Circle, DIBELS/Lectura, and NWEA MAP indicate that a significant number of students are not yet meeting grade-level benchmarks in foundational skills such as phonological awareness, oral language, early reading, number sense, and math reasoning. These gaps show the need for consistent progress monitoring, targeted small-group instruction, and data-driven intervention cycles throughout the school year. To improve student achievement, Bellfort ECC will prioritize high-quality Tier 1 instruction, early identification of students performing below benchmark, frequent data analysis through PLCs, and differentiated support aligned to student needs. Strengthening these systems will support increased student growth from BOY to MOY and EOY and ensure more students are prepared for kindergarten and future academic success.

Needs related to improving the quality of instruction

Based on campus instructional data, Bellfort ECC has a continued need to improve the quality and consistency of Tier 1 instruction across all classrooms. SPOT walkthrough data, student achievement results, and classroom observations indicate a need to strengthen teacher implementation of high-impact instructional practices, including clear lesson delivery, active monitoring, student engagement, language-rich instruction, math discourse, and stamping key points. While teachers are implementing instructional routines, there is a need for more consistent use of developmentally appropriate strategies that support early literacy, numeracy, oral language, and student discourse. Improving the quality of instruction will require targeted professional development, ongoing coaching, lesson internalization, data-driven PLCs, and frequent feedback aligned to the SPOT rubric. By strengthening instructional practices, Bellfort ECC will increase teacher effectiveness and improve student outcomes on CLI Circle, DIBELS/Lectura, NWEA MAP, and other campus progress monitoring measures.

System evaluation (philosophy, processes, implementation, capacity)

Based on system evaluation data, Bellfort ECC has a continued need to strengthen the consistency, monitoring, and effectiveness of campus-wide systems that support instruction, student achievement, attendance, family engagement, and positive campus culture. Current implementation trends indicate that while systems such as PLCs, SPOT walkthroughs, progress monitoring, attendance tracking, and family communication are in place, they must be more consistently monitored for fidelity and impact. The campus will need to refine how leadership teams use data to evaluate whether systems are producing the intended outcomes, identify gaps in implementation, and make timely adjustments. Strengthening system evaluation will require clear monitoring calendars, documented follow-up actions, regular leadership team reviews, and evidence-based decision-making to ensure that campus practices are aligned, sustainable, and directly connected to improved student outcomes.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve student performance in early math fluency with high quality mathematical instruction.

Indicators of Success

Measurable results that describe success

- By January 2027, 60% of general education Pre-K3 students will perform “On Track” on the CLI Circle Math Overall Score; this percentage will increase to 75% by May 2027.
- By January 2027, 70% of general education Pre-K4 students will perform “On Track” on the CLI Circle Math Overall Score; this percentage will increase to 85% by May 2027.
- By January 2027, 30% of ECSE Pre-K4 students will perform “On Track” on the CLI Circle Math Overall Score; this percentage will increase to 40% by May 2027.
- By May 2027, the number of Kindergarten students identified as below grade level in math will decrease by 10% from BOY to MOY data, as measured by NWEA MAP assessments; This percentage will increase to 15% from MOY to EOY.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Provide professional development during August in-service on foundational numeracy instruction, number sense routines, math discourse, manipulative-based instruction, and active monitoring aligned to SPOT expectations
 - Model effective math instruction and provide demonstration lessons focused on questioning strategies, student discourse, and hands-on learning experiences
 - Facilitate PLCs where teachers analyze CLI Circle and NWEA MAP data to identify student misconceptions, create intervention groups, and plan targeted instruction to develop and monitor Tier 2 and Tier 3 intervention plans for students performing below grade level in numeracy
 - Conduct quarterly data reviews with teachers to monitor progress toward math achievement goals and adjust instructional supports as needed
- Monitor weekly lesson plans to ensure alignment to district curriculum, inclusion of math discourse opportunities, and manipulative-based learning experiences

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily number sense routines, math fluency activities, and structured math discourse opportunities during instruction
 - Utilize manipulatives during whole-group, small-group, and intervention instruction to develop conceptual understanding of math skills
 - Implement targeted small-group interventions for students performing below grade level in numeracy
 - Use SPOT feedback to adjust instructional practices related to questioning, active monitoring, and student engagement in math
- Communicate student progress and provide families with at-home math activities to reinforce foundational numeracy skills

Key Action One		
Staff Development	Who: Teachers & Interventionists	
	What: Small-Group Intervention Training: Creating targeted Tier 2/Tier 3 intervention groups based on CLI Circle and MAP data and implementing intervention lessons Math Discourse & Questioning Strategies PD: Training on student talk, accountable talk stems, higher-order questioning, and facilitating productive math conversations	
	When: October 2026 & February 2027	
	Where: Campus PLC Room	
Budget	Proposed Item	Amount
	Staff Development	2500
	Materials/resources	resources/games Manipulative replenishment: visuals/posters:2500
	Purchased services	Printing/Data Resources2500
	Other	2500
	Other	2500
	TOTAL2500	
	Funding Sources:	

Key Action 2

Briefly state the specific goal or objective

Improve student performance in early literacy fluency with high quality literacy instruction.

Indicators of Success

Measurable results that describe success

- By January 2027, 65% of general education Pre-K4 students will perform “On Track” in Phonological Awareness Overall score on the CLI Circle assessment; this percentage will increase to 80% by May 2027
- By January 2027, 65% of ECSE Pre-K4 students will perform “On Track” in Phonological Awareness Overall score on the CLI Circle assessment; this percentage will increase to 80% by May 2027
- By January 2027, the percentage of Kindergarten students scoring at or above benchmark on DIBELS will increase by 40% from BOY data. The MOY to EOY percentage will increase an additional 20% by May 2027.
- By January 2027, the percentage of Kindergarten students scoring at or above benchmark on Lectura will increase by 25% from BOY data. The MOY to EOY percentage will increase an additional 5% by May 2027.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Provide professional development during August in-service on Science of Reading practices, phonological awareness routines, literacy engagement strategies, and language-rich instruction aligned to SPOT expectations
- Facilitate PLCs where teachers analyze CLI Circle and DIBELS/Lectura data to identify literacy gaps, form intervention groups, and plan targeted instruction to implement and monitor Tier 2 and Tier 3 literacy intervention groups for students identified through CLI Circle and DIBELS/Lectura data
- Train teachers during PLCs and Demo Days on implementing high-quality phonological awareness routines, vocabulary instruction, and comprehension strategies
- Monitor weekly lesson plans to ensure alignment to district curriculum and inclusion of daily phonological awareness, literacy small groups, and vocabulary instruction

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily phonological awareness routines, phonics instruction, vocabulary development, and literacy engagement strategies during literacy instruction
 - Conduct structured read-alouds using questioning, student discourse, and “ Stamp Key Points ” to reinforce learning objectives and comprehension
 - Implement targeted literacy small groups and intervention lessons for students performing below grade level in phonological awareness and early literacy skills
 - Utilize SPOT feedback to refine instructional delivery, increase student engagement, and strengthen language-rich instruction and active monitoring practices
 - Submit weekly lesson plans that include measurable literacy objectives, phonological awareness routines, structured read-alouds, and vocabulary development activities
- Communicate student literacy progress with families and provide at-home literacy practice activities to reinforce phonological awareness and reading development

Key Action Two			
Staff Development	Who: Teachers & Interventionists		
	What: Small-Group Literacy Intervention Training: Training on Tier 2/Tier 3 literacy interventions, progress monitoring, and targeted phonological awareness instruction Language-Rich Classroom Training: Training on oral language development, academic vocabulary routines, interactive read-alouds, questioning strategies, and student discourse opportunities Phonological Awareness & Phonics Routines PD: Training on daily phonological awareness routines, sound manipulation activities, phonics instruction, blending/segmenting strategies, and literacy centers		
	When: October 2026 & February 2027		
	Where: Campus PLC Room		
Budget	Proposed Item	Description	Amount
	Staff Development		2500
	Materials/resources	Phonics manipulatives & instructional games Intervention resources/decodables	2500
	Purchased services	Printing/resources	2500
	Other		2500
	Other		2500
	TOTAL		2500
	Funding Sources:		

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve quality of instruction for to improve students outcomes for emergent bilingual students.

Indicators of Success

Measurable results that describe success

- By January 2027 10 of 15 teachers (core and enrichment) will receive 8 out of 13 points on the Instruction section on SPOT form; this will increase to 12 of 15 teachers by May 2027.
- By January 2027, 8 of 13 core teachers will receive a score of 11 or higher on SPOT during the literacy block; this will increase to 10 of 13 general education teachers by May 2027.
- By January 2027, at least 8 of 13 core teachers will receive a score of 11 or higher on the SPOT during the math instructional block; this will increase to 10 of 13 general education teachers by May 2027.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Train new teachers on the “Great 8” and “Next 8” during August PD and thread throughout the year during Campus PD Day.
- Conduct staff development on lesson internalization and customization during PLCs and Staff development days.
- Conduct weekly PLC to target school wide instructional practices based on SPOT data and feedback from district leaders and IRT feedback.
- Leaders provide coaching and written feedback to teachers daily through spot observations in the Instruction section of the SPOT form.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within the next day.
- Teachers will conduct monthly demo/at bat lessons as part of the PLC cycle.
- Each teacher will observe at least two other teachers each semester and provide feedback on the use of engagement strategies in the classroom and identify the next steps for their own instructional practice

Analyze student math and reading assessment data to inform instructional planning, identify gaps, adjust instruction, and monitor progress toward mastery.

Key Action Three		
Staff Development	Who: Teachers providing ELD instruction	
	What: Language Development Strategies PD: Model how to use visuals, gestures, realia, sentence stems, partner talk, choral response, and structured oral language practice. Small-Group Language & Literacy Intervention Training: Train staff to use CLI and Lectura data to form groups and deliver targeted EB language/literacy interventions. Bilingual Family Literacy Support Training: Prepare teachers to share at-home Spanish literacy and oral language routines with families.	
	When: October, November 2026, and February 2027	
	Where: Campus PLC	
Budget	Proposed Item	Amount
	Staff Development	2500
	Materials/resources	2500
	Intervention materials/books Data trackers/binders	
	Purchased services	2500
	Family literacy kits	
	Other	2500
	Other	2500
TOTAL		2500
Funding Sources:		

Key Action 4

Briefly state the specific goal or objective

Strengthen Social Emotional Learning and Campus Culture

Indicators of Success

Measurable results that describe success

- By May 2027, the campus will maintain an average student attendance rate of 94.5% or higher.
- By January 2027, 73% of teachers will receive a total score of 1.5 or higher on SPOT indicators connected to classroom culture; this percentage will increase to 84% by May 2027.
- By January 2027, 75% of families who responds on the campus climate survey or Parent Possip survey will report that their child feels safe, welcomed, and connected at Bellfort ECC, this percentage will increase to 85% for families by May 2027.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Monitor student attendance weekly and identify students at risk for chronic absenteeism.
- Conduct attendance conferences with families of students with repeated absences and create individualized attendance support plans
- Conduct monthly SPOT walkthroughs focused on classroom culture, student engagement, relationship-centered practices, and SEL implementation.
- Facilitate monthly culture team meetings to review attendance, behavior data, family feedback, and staff morale trends.
- Implement campus-wide student recognition systems for attendance, positive behavior, kindness, and classroom participation.

Administer family and staff climate surveys, analyze results, and share next steps with staff.

Create QR code of the survey for parents to fill out while on campus .

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily community circles and SEL routines to build relationships, emotional vocabulary, and classroom belonging.
- Teach, model, and practice classroom expectations, transitions, calm-down strategies, and problem-solving routines.
- Monitor student attendance daily and contact families when students are absent or show attendance concerns.
- Build relationships with families through positive phone calls, ClassDojo messages, newsletters, and classroom updates.
- Track classroom behavior patterns and use data to adjust routines, supports, and SEL lessons.

Contribute to campus culture by participating in family events, student celebrations, staff morale activities, and campus-wide SEL initiatives.

Key Action Four			
Staff Devel.	Who: All staff, instructional aides, front office, leadership team		
	What: SEL & Positive Campus Culture Training: Train staff on relationship-centered practices, student belonging, emotional safety, and creating joyful ECC classrooms. Community Circles & SEL Routines PD: Model how to lead daily community circles, teach emotional vocabulary, use calm-down routines, and build classroom connection. De-escalation & Behavior Support Training: Train staff on proactive behavior systems, positive narration, redirection, calm-down spaces, and developmentally appropriate responses.		
	When: August 2026, October 2026, and November 2026		
	Where: Campus PLC Room		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources	SEL visuals, calm-down tools training materials	
	Purchased services	Calm-down kits/materials	
	Other		
	Other		
	TOTAL		
	Funding Sources:		