



Belton ISD Superintendent Mid-Year Evaluation

Our Commitment to Our Community

Our Vision

Inspiring Dreams. Empowering Futures.

Our Mission

Empower each and every learner to pursue their dreams and enrich their communities.

Core Beliefs

- **Trust:** Trust is built through honesty, clear communication, and keeping our commitments.
- **Empowerment:** Empowerment is having ownership, being accountable, and leading with purpose.
- **Adaptability:** Adaptability is embracing change, being resilient, and celebrating achievements.
- **Community:** Community is cultivated through respect for others, meaningful engagement, and strong partnerships.
- **High Expectations:** High Expectations is the commitment to academic excellence, driven by innovation and a relentless focus on continuous improvement.

The Lens of Leadership: These values serve as the foundational lens through which all administrative and board leadership is evaluated. They act as the "North Star" for our *Destination 2031* journey, ensuring that every decision, policy, and instructional pivot remains anchored in the commitments we have made to our students, staff, and community. This mid-year reflection is more than a compliance milestone; it is a vital exercise in organizational alignment, ensuring our collaborative efforts remain true to these core principles.

Section 1: The "Team of 8" Partnership & Governance Alignment

The mid-year evaluation is a formative touchpoint specifically designed to strengthen the partnership between the Board of Trustees and the Superintendent. By engaging in this dialogue in January, the "Team of 8" can calibrate strategies, examine leading indicators of organizational health, and ensure the district remains on track to meet the ambitious milestones of the strategic plan.



Superintendent's Reflection & Cover Letter

[Insert Reflection / Cover Letter Here]

Our Governance Alignment & Team of 8 Commitment

This evaluation is conducted in accordance with 19 Tex. Admin. Code § 150.1031 and TEC § 21.354, which mandate an annual appraisal of the Superintendent. Belton ISD utilizes a collaborative governance approach that prioritizes formative progress monitoring and strategy calibration. Because final academic "Lag Data" (such as STAAR and EOC results) is not available until late spring/early summer, this mid-year session focuses on Lead Measures. These are the monthly and quarterly indicators that allow the Board to predict eventual success and adjust resources proactively.

Formative vs. Summative Evaluation Cycle

January (Formative)	April (Summative)
Focus: Lead Measures (Predictive)	Focus: Lag Measures (Outcome)
Purpose: Progress Monitoring & Calibration	Purpose: Final Appraisal & Performance Rating
Activity: Strategy Review & Operational Health	Activity: Final Goal Attainment & Growth Analysis

Section 2: Destination 2031 Strategic Priority Performance Matrices

To fulfill our promise to the Belton ISD community, our leadership actions are intentionally aligned with the four core priorities of our *Destination 2031* Strategic Plan. Below is the detailed tracking of all Lead Measures across our four strategic priorities, integrated directly from our Lead Measures Tracker.

- Priority 1: Students
 - Executive Status Breakdown:
(Example) ● 9 On Track | ● 2 Monitor | ● 4 Off Track (Total Lead Measures: 15)
 - Key Highlights & Celebrations:
 - Leading Metric Data & Progress Updates:
 - Operational Barriers & Strategic Actions:
 - Reflection:
- Priority 2: Staff
 - Executive Status Breakdown:
(Example) ● 8 On Track | ● 0 Monitor | ● 0 Off Track (Total Lead Measures: 8)



- Key Highlights & Celebrations:
- Leading Metric Data & Progress Updates:
- Operational Barriers & Strategic Actions:
- Reflection:
- Priority 3: Community
 - Executive Status Breakdown:
(Example) ● 6 On Track | ● 0 Monitor | ● 0 Off Track (Total Lead Measures: 6)
 - Key Highlights & Celebrations:
 - Leading Metric Data & Progress Updates:
 -
 - Operational Barriers & Strategic Actions:
 - Reflection:
- Priority 4: Financial Management
 - Executive Status Breakdown:
(Example) ● 7 On Track | ● 0 Monitor | ● 0 Off Track (Total Lead Measures: 7)
 - Key Highlights & Celebrations:
 - Leading Metric Data & Progress Updates:
 - Operational Barriers & Strategic Actions:
 - Reflection:



Section 3: Policy BJA(LOCAL) Leadership & Management Appraisal

Section 3 evaluates the "how" of leadership—the daily operational duties and executive behaviors defined in local policy.

Educational Leadership

Sample Duties: Establishing communication for decision-making; overseeing annual planning; monitoring health, safety, and counseling programs.

- **Evidence of Leadership:**
 - [Link artifact here]
- **Rating (Used in Final Evaluation):**
 - [] Exceeding (E)
 - [] Met (M)
 - [] Needs Improvement (N)

District Management

Sample Duties: Managing finances and operations; overseeing budget development based on district priorities; organizing staff for efficiency.

- **Evidence of Leadership:**
 - [Link artifact here]
- **Rating (Used in Final Evaluation):**
 - [] Exceeding (E)
 - [] Met (M)
 - [] Needs Improvement (N)

Board & Community Relations

Sample Duties: Keeping the Board informed; directing proactive communication; encouraging community and business involvement.

- **Evidence of Leadership:**
 - [Link artifact here]
- **Rating (Used in Final Evaluation):**
 - [] Exceeding (E)
 - [] Met (M)
 - [] Needs Improvement (N)



Section 4: HB 3 Interim Academic Progress Monitoring

The foundation of the district's long-term academic health rests on our performance in early childhood literacy, math, and College, Career, and Military Readiness (CCMR). These state-mandated goals are critical benchmarks for *Destination 2031*.

HB 3 Academic Progress Goals (For Final Evaluation)

Goal Area	2030 Target	2027 Results
Early Childhood Literacy (3rd Grade Reading)	[Target]	
Early Childhood Math (3rd Grade Math)	[Target]	
CCMR (College, Career, Military Readiness)	[Target]	

Instructional Improvements

To support these targets, I have overseen the following system improvements:

- [Insert Instructional Improvements]

Section 5: Summary, Feedback, and Attestation

This section concludes the mid-year evaluation process, ensuring alignment for the remainder of the 2026-2027 academic year.

Board Feedback:

Signatures

By signing below, the parties attest that the formative mid-year evaluation conference was held and the contents of this document were discussed.

Board President Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____