

Belton ISD HB 2 Certification Transition Plan (2025–2030)

Pursuant to TEC §21.0032 and House Bill 2

I. Executive Strategy & Goals

The primary objective of this plan is to eliminate reliance on uncertified teachers in foundational curriculum courses while maintaining instructional stability and leveraging state financial incentives.

- **Ultimate Goal:** 100% certification compliance by **August 2029** (FY 2029-2030). Based on waiver approval to TEA.
- **Annual Progress Target:** An annual reduction in the uncertified workforce through structured milestones and a phased-out hiring policy.
- **Financial Leverage:** This plan secures the **Teacher Retention Allotment (TRA)** base salary increases and enables eligible teachers to access the **\$1,000 state incentive payment** for completing certification by the end of 2026–27.

II. Current District Information:

Metric	Belton ISD Data
Affected Workforce	90 uncertified teachers are currently assigned as Teachers of Record in Foundation Curriculum Courses.
Annual Hiring Vulnerability	Belton ISD has hired an average of 42 uncertified teachers annually over the last three years for foundational courses.

Current Uncertified Teachers

Below are the foundation curriculum uncertified teacher assignments for the 2025-2026 school year (PK-12)

Grade Level/Subject	Number of Teachers
EC-6	40
Grades 4-8, ELAR	8
Grades 4-8, Math	14
Grades 4-8, Science	4
Grades 4-8, SS	3

Grades 7-12 ELAR	8
Grades 7-12 Math	6
Grades 7-12, Science	4
Grades 6-12, Social Studies/History	3

Foundation uncertified teachers : 90

Hiring Trends

Number of new uncertified teachers hired in each of the last three years.

School Year	New Foundation Hires	New Non-Foundation Hires	Total New Uncertified Hires
2023-2024	40	37	77
2024-2025	39	31	70
2025-2026	48	17	65

II. The Compliance Roadmap (Timeline & Targets)

The strategies below will be utilized to stabilize our current staff while strictly limiting future uncertified hires in foundational subjects (Reading, Math, Science, Social Studies).

Strategy: Stabilization & Reduction (Current Staff)	Strategy: Phase out of future uncertified Hiring
Implementation of Support Structures	

Strategy 1: Stabilization & Reduction (Current Staff)

School Year	Target Reduction	Compliance Key Actions
2025–2026	Baseline	Assessment of current gaps and ensure compliance with EPP enrollment through personalized conversations. Uncertified teachers show understanding of the timeline through a Personalized Plan with a signed agreement.
2026–2027	20% Decrease	<p>Teachers receive monthly status updates and exam-prep resources (just-in-time tutoring, fee reimbursements).</p> <p>Principals receive direct notification of staff non-compliance with EPP deadlines and documents 3 check-ins per year.</p> <p>HR reviews monthly EPP dashboards to identify "at-risk" candidates for targeted intervention. Protected monthly meetings after school for targeted learning (modules, practice tests).</p> <p>EPP partners provide a clear, quality path to standard certification, monitor progress and completion of steps with an audit of progress 3 times per year.</p>
2027–2028	45% Decrease	Continue above. Provide additional resources for exam preparation.
2028–2029	75% Decrease	Finalize certification for remaining uncertified. Provide mentoring and additional protected time to study as needed.
2029–2030	Full Compliance	Full compliance with HB2 requirements. Sustain recruitment and retention plans.

Strategy 2: Phase-Out of Future Uncertified Hiring

School Year	Foundation Hiring Target (Uncertified)	Rationale
SY 25-26	Baseline Rate 48 (average over last 3 years)	Assessment of current gaps and EPP enrollment.
SY 26-27	Less than 30 uncertified FTEs hired	No uncertified hires placed in K-5 Reading or Math.
SY 27-28	Less than 20 uncertified FTEs hired	No uncertified hires placed in <i>any</i> foundational subject at any grade level.
SY 28-29	Less than 10 uncertified FTEs hired	Emergency hires only; priority given to standard-certified candidates.
SY 29-30	0 uncertified FTEs hired	Only certified candidates hired for Foundation Curriculum courses.

III. Implementation & Support Structures

To ensure success, the district will utilize a **Tiered Communication and Support Protocol** to prevent candidate attrition.

1. Tiered Accountability Model

- **Teacher Level:** Receives monthly status updates and exam-prep resources (just-in-time tutoring, fee reimbursements).
- **Principal Level:** Direct notification of staff non-compliance with EPP deadlines; documented check-ins 3x per year.
- **District Leadership:** HR reviews monthly EPP dashboards to identify "at-risk" candidates for targeted intervention. Protected monthly meetings after school for targeted learning (modules, practice tests).
- **EPP Partners:** Teachworthy and iTeach Texas will be responsible for the following:
 - Provide a clear quality path to standard certification for all non certified staff teaching foundational courses.
 - Enhance monitoring system of all non certified staff in foundational courses
 - Track progress
 - Ensure completion of coursework & state examinations
 - Audit of progress occurs 3 times per year

2. Personalized Certification Pathways

Each uncertified teacher will maintain an Individualized Personal Plan based on their current status:

- **New to EPP:** Modules will be completed by August, 2026.
- **Test-Only Pathway:** For degreed staff who have finished coursework but need "Core Subjects" test support.
- **GYO & Residency:** Paraprofessionals on a 3-year track to earn degrees and internship certificates.