Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submision, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs, and TAPs are complete.

Please note that student outcome goals, for all indivdual campuses, and closure/reassignment, for all indivdual campuses, will be on different forms.

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft too

2. If there is criteria for success, it will be posted at the top.

3. Note that not all tabs need to be filled out - this depends on the strategy selected.

4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.

5. Read each tab/sheet carefully.

* UPDATES THAT CAUSED CHANGES ARE OUTLINED IN RED

Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	Turnaround Plan

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?
Additional Instructions	May be asked to provide CDCN if not listed			Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer	Southwest Elementary	Holly Moore Felicia Gibson Denise Sharp Gabi Nino	Holly.Moore@bisd.net Felicia.Gibson@bisd.net Denise.Sharp@bisd.net Gabi.Nino@bisd.net	DCSI Campus Principal Excutive Director of School Leadership Assistant Superintendent of Teaching and Learning

Campus Information

District Name:	Superintendent:	DCSI:	Board President:
Belton ISD	Dr. Malinda Golden	Holly Moore	Manual Alcozer
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Southwest	014903104	Felicia Gibson	Denise Sharp
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2025-2026	16-02-2023	Becca Bell	17-11-2025

Turnaround Method

Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	☑
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

		Current Implementation: Summary
	Implementation Level At Diagnostic	Campus instructional leaders at Southwest Elementary have clearly defined, written, and transparent roles and responsibilities that are accessible through the campus "Southwest Hub," an online platform housing key leadership documents and resources. Core leadership tasks—including classroom observations, feedback cycles, team meetings, and data reviews—are scheduled on a shared Google calendar and tracked in an updated CLT Excel sheet to ensure accountability and consistency.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
		Performance expectations for each instructional leader are written, measurable, and aligned with job-specific responsibilities. Campus leadership meetings, including CLT, PLCs, and Guiding Coalition sessions, follow structured agendas and established protocols designed to match the focus of each meeting (e.g., instructional planning, data analysis, or progress monitoring).
		The principal provides ongoing, job-embedded professional development for campus leaders through modeling, observation, and feedback cycles aligned with best practices for adult learning. Additionally, Southwest Elementary partners with Region 12 to participate in the Texas Instructional Leadership (TIL) program, receiving monthly coaching and support to strengthen leadership capacity and ensure fidelity of implementation.
	No	
		Full Implementation: Vision

(left vertical text: ...l leaders with clear roles and ...ilities.)

1.1 Develop campus instructional responsibi	At full implementation, Southwest Elementary will demonstrate a cohesive and data-driven leadership system where all campus instructional leaders have a comprehensive, written list of responsibilities aligned to campus priorities and supervision assignments. Weekly calendars will intentionally schedule time for classroom observations, feedback cycles, PLCs, and key data meetings to ensure consistent attention to instructional quality and student progress. Performance evaluations will include measurable goals that are collaboratively developed, written, and reviewed at the start of the year to promote shared accountability. Campus leadership team members will utilize standardized agendas and tracking tools to document instructional leadership actions, including observation feedback, PLC facilitation, and data analysis meetings, with clear follow-up steps and evidence of impact. CLT meetings will consistently employ appropriate data protocols to guide discussions and instructional decisions, strengthening the focus on student outcomes. The principal's calendar will reflect regularly scheduled opportunities to observe and support instructional leaders in their highest-leverage practices—such as data meetings, PLCs, and feedback cycles—while modeling effective use of protocols and tools. Ongoing, job-embedded feedback loops between the principal and instructional leadership team will ensure continuous growth, alignment, and sustained improvement in instructional leadership practices across the campus.

1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction	**Current Implementation: Summary**	
	Implementation Level At Diagnostic	Southwest Elementary annually reviews and refines its campus vision, mission, and values through collaboration with the Guiding Coalition. After revisions are drafted, staff members are engaged in providing feedback to ensure collective ownership and alignment. The Campus Improvement Plan (CIP) includes research-based strategies that directly support the campus vision, mission, and goals, all of which are aligned to district priorities. Professional learning opportunities are intentionally connected to these goals, reinforcing the shared purpose and direction of the campus. During data analysis and planning, staff consistently reference the CIP to ensure instructional decisions align with established goals. When expectations or outcomes are not met, campus leaders and teachers revisit the collective commitments to reaffirm the shared values and expectations guiding daily practice.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
	**Full Implementation: Vision**	
	Southwest Elementary will fully embed its mission, vision, and goals into every aspect of campus culture and operations. The vision and mission will serve as the foundation for all decisions, consistently referenced during staff meetings, PLCs, data discussions, and celebrations to reinforce a unified sense of purpose and belief in what the campus strives to achieve for all students. Campus leadership will ensure that the alignment between the mission, vision, and goals is evident in all instructional practices, professional learning sessions, and communication structures. The Campus Improvement Plan (CIP) and related artifacts—such as weekly staff newsletters, meeting agendas, and professional learning materials—will consistently highlight this alignment, creating clear connections between the campus's guiding statements and the daily work of teaching and learning. By maintaining this intentional focus and communication, Southwest Elementary will cultivate a culture where every stakeholder clearly understands and acts upon the shared vision for student success.	

t and retain a full staff of highly qualified ducators.	**Current Implementation: Summary**	
	Implementation Level At Diagnostic	Southwest Elementary has strengthened its recruitment and hiring processes by embedding interview questions that reflect the campus vision, mission, and collective commitments. Candidates are asked to share their understanding of feedback, reflection, and instructional improvement to ensure alignment with the campus's core values. The campus actively recruits through job fairs and offers financial referral and retention incentives to attract and retain high-quality staff. Clear job descriptions and a defined referral process support transparency and consistency in hiring practices. To retain and support current staff, campus leaders utilize feedback loops to identify teacher needs and provide targeted professional learning based on this input. Each January, the principal meets individually with every teacher to discuss successes, challenges, and opportunities for growth. Staff recognition and appreciation are prioritized through regular celebrations that highlight effective classroom practices and reinforce desired instructional behaviors, such as "Soda Days" hosted by the CLT to express gratitude. Staff surveys are conducted at the beginning and end of each year to gather input on campus climate and professional needs. Data is used to guide teacher placement decisions, though the campus recognizes the need to formalize this process further. Team leads play a key role in supporting instructional practices and promoting the shared belief in the campus mission and goals.
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
	**Full Implementation: Vision**	

At full implementation, Southwest Elementary will have a strategic system for attracting, selecting, assigning, and retaining high-quality staff. The campus will maintain ongoing relationships with teacher preparation programs and recruitment partners, while leveraging referrals from current high-performing teachers. Recruitment materials will highlight the campus as an attractive place to work, and data will be tracked to monitor the success of hiring efforts.

Selection criteria will be clear and include content knowledge, belief in all students' potential, and commitment to growth. Interviews will include demonstration lessons and interaction with current teacher leaders to ensure alignment with campus vision, mission, and values. Teacher assignments will be guided by a formal, written protocol that considers student needs, content expertise, and team balance.

All staff will have individualized professional development plans, and teacher leaders will receive training in adult facilitation and team dynamics, supported by modeling and coaching from administrators. Recognition, leadership opportunities, and financial incentives will retain high-performing staff. The campus will establish preferred substitutes and work with Human Resources to ensure consistent and effective support.

Current Implementation: Summary	
Implementation Level At Diagnostic	Southwest Elementary promotes a culture of high expectations by emphasizing safe, respectful, and responsible behavior in all common areas and classrooms. The campus implements a behavior incentive program, including "Jaguar Tickets," to recognize positive behaviors, aiming for a 3:1 ratio of positive to corrective feedback. To further support Tier 1 strategies, all staff, including the leadership team, received Capturing Kids' Hearts (CKH) training at the start of the year.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
	Classroom- and school-wide recognition systems reinforce positive behavior, including teacher nominations for "Jaguar of the Month" awards. Every nine weeks, students participate in assemblies to review expectations, celebrate positive behaviors, and receive rewards such as coins for the book vending machine. Staff follow structured procedures for routines and transitions, guided by the "See It, Name It, Do It" document for dismissal, arrival, and movement around campus. Additionally, a teacher-led committee focused on Tier 1 and Tier 2 supports meets monthly to monitor behavior initiatives and ensure consistent implementation across the campus.
No	

Full Implementation: Vision
At full implementation, Southwest Elementary will consistently reinforce safe, respectful, and responsible behavior across all classrooms and common areas. Staff will fully implement Tier 1 behavior strategies and utilize the teacher-led behavior committee to provide job-embedded professional learning on best practices. Capturing Kids' Hearts practices will be embedded schoolwide, supported by monthly coaching to strengthen relationships and classroom culture. Positive behaviors will be recognized through consistent use of "Jaguar Tickets," "Jaguar of the Month" awards, and school-wide reward systems. Structured procedures for arrival, dismissal, and transitions will ensure predictable routines campuswide. This consistent approach will create a supportive environment where expectations are clear, positive behaviors are reinforced, and all students are positioned for social and academic success.

Current Implementation: Summary	
Implementation Level At Diagnostic	Southwest Elementary utilizes a district-aligned scope and sequence to guide instruction across all grade levels. Teachers are provided planning time supported by the campus instructional coach, ensuring alignment to standards and intentional instructional design. The campus follows an assessment calendar that incorporates STAR Renaissance assessments and the district assessment calendar to track student growth.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
	Instructional focus has been placed on small-group planning, with teachers expected to document group membership, targeted skills, instructional approaches, and assessments used to measure progress. Collaborative common assessments (CFAs) are required and aligned to the RBIS framework, with instructional coaches supporting both the creation and analysis of these assessments, as well as end-of-unit assessments. High-quality instructional materials, including Bluebonnet Math and SAVVAS, are used campuswide, alongside research-based Tier 2/3 interventions such as Hands-on-Mind and 95% Group.
	The campus instructional coach collaborates closely with grade-level teams to plan instruction, while the principal and instructional coach hold weekly meetings to review grade-level plans. Classroom observations focus on identifying targeted feedback points with the highest potential impact on student learning. The principal's calendar includes intentional time for classroom coaching and instructional support to ensure consistent, high-quality implementation.
No	

Full Implementation: Vision

4.1 Curriculum and assessn	At full implementation, Southwest Elementary will have a fully aligned and consistently implemented curriculum across all grade levels. Small-group instructional plans will be clearly articulated in writing, specifying group membership, targeted skills, instructional approaches, and assessments used to monitor student progress. Formative assessments and exit tickets will be consistently implemented to inform instructional decisions and ensure targeted support for all students. Instructional coaches and principals will continue to collaborate with district and regional coaches to strengthen the fidelity of curriculum implementation. Grade-level teams, supported by the instructional coach, will consistently plan and review lessons, ensuring alignment to standards and use of high-quality instructional materials, including Bluebonnet Math, SAVVAS, and research-based Tier 2/3 interventions. The CLT will monitor consistent use of resources, provide feedback on lesson plans, and ensure coaching occurs weekly to support teacher growth. Classroom observations will focus on high-impact instructional practices, and feedback loops will guide continuous improvement. Through these coordinated efforts, instruction will be standards-aligned, data-driven, and consistently focused on maximizing student learning outcomes.

5.1 Objective-driven daily lesson plans with formative assessments.

Current Implementation: Summary	
Implementation Level At Diagnostic	Southwest Elementary provides targeted, job-embedded professional learning based on teacher needs identified through observations and feedback. Support is delivered either in the context of campus-wide professional learning or individualized coaching, depending on the teacher's area of focus. The campus partners with Region 12 to provide RBIS-aligned professional learning and leverages instructional coaches to support the implementation of curriculum resources in math, reading, and dual language.
Beginning Implementation	
Prioritized Focus Area from ESF Diagnostic?	
	Research-based best practices are reinforced during classroom observations, feedback sessions, and PLC discussions. Teacher observation schedules are differentiated based on instructional context: teachers in tested subjects and those identified as struggling receive weekly observations and support, all other teachers are observed bi-weekly or monthly, and teachers demonstrating strong data results and instructional pedagogy are observed monthly. A dedicated campus calendar ensures consistency and organization of observation and coaching cycles.
Yes	

Full Implementation: Vision

At full implementation, Southwest Elementary will provide consistent, job-embedded professional learning for all staff, including teachers and dual-language paraprofessionals, based on observations, feedback, and student data. Training will be delivered through both campus-wide sessions and individualized coaching, with ongoing support from Region 12 to ensure effective implementation of curriculum resources in math, reading, and dual language.

Observation and feedback cycles will be differentiated: teachers in tested subjects and those needing additional support will receive weekly coaching, other teachers will receive bi-weekly or monthly support, and high-performing teachers will receive monthly guidance. A structured system and dedicated campus calendar will ensure all staff understand the purpose of professional learning, follow through on strategies, and apply best practices consistently. This approach will maximize instructional improvement and student outcomes across the campus.

5.3 Data-driven instruction.

Current Implementation: Summary	
Implementation Level At Diagnostic	Southwest Elementary follows the campus and district assessment calendars to guide instructional planning and progress monitoring. PLCs use a "Year-at-a-Glance" schedule to conduct regular data digs, and the CLT reviews assessment data at the end of each unit according to the established calendar.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
	Based on the analysis of student performance, coaching plans are developed for teachers and documented with follow-up actions that are adjusted depending on whether student outcomes are improving. The CLT utilizes a specific, research-based data protocol, and teachers have received training to implement this protocol effectively in their instructional planning and decision-making.
Yes	

Full Implementation: Vision

At full implementation, Southwest Elementary will have a fully consistent, data-driven system for instructional planning and teacher support. The campus and district assessment calendars, along with the PLC "Year-at-a-Glance," will guide regular data digs, and the CLT will review assessment data at the end of each unit. Coaching plans will be developed and documented based on student performance, with follow-up actions adjusted depending on progress.

The CLT will fully implement the research-based data protocol, ensuring that teachers not only analyze data but also practice planning their instructional response. Teachers will be able to use the protocol independently, even outside of PLC meetings, reducing the need for constant guidance. This approach will create a culture of shared accountability, with teachers actively applying data analysis and instructional decision-making to improve student outcomes. Coaching, feedback, and structured practice will ensure continuous growth and consistent application of best practices across all grade levels and instructional areas.

			Criteria for Success			

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?
-The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
-The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
-The board conducted a hearing regarding the plans for each campus identified for school improvement.
-The board posted the plan on the district website prior to the hearing.
-The plan is approved by the board.
-Written comments from stakeholders, if any, are attached.

			ASSURANCES ARE THE SAME FOR BOTH TIP/TAP			
Question	**List or copy and paste all SI - identified campuses below**	**I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)**	**I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.**	**I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.**	**I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.**	**I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.**	**Board approval date with optional upload of public comments**
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	Yes or No	Yes or No	Record the board approval date for each campus
Answer(s)	Southwest Elementary	**ESF Diagnostic**	**Yes**	**Yes**	**Yes**	**Yes**	November 17, 2025

	List or copy and paste all SI - identified campuses below	I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.
Question		
Additional Instructions	List all SI campuses in the district	Yes or No
Answer(s)	Southwest Elementary	Yes

YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS for each campus required to submit a TIP or TAP. THE QUESTIONS YOU WILL BE ASKED IN THAT SURVEY ARE LISTED BELOW.

	Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Question										
Additional Instructions	List all SI campuses in the district	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467			(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).
Answer(s)	Southwest Elementary		Felicia Gibson	Felicia.Gibson@bisd.net	40	30	31	53	75	37

	Criteria for Success						

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?
-The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.
-There is appropriate support dedicated to strategy implementation and capacity building:
  +There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR
  +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
    -Have a track record of success in school turnaround
    -At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvment PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Other (must include name)	You can report up to 15 district staff members.	**ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page)**	**ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).**
Answer(s)	Southwest Elementary	Intensive Curriculum & Instruction Improvements	ESF-Focus Support Grant	Currently, looking at LIFT PLC Support	Region 12			

ONLY COMPLETE THIS SECTION IF YOU NAMED INTENSIVE CURRICULUM AND INSTRUCTION SUPPORTS AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?!	What new curriculum will be adopted?	When will the district adopt the new curriculum?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	How many instructional days are included in the 2025-2026 calendar?	If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	Please describe the assessment plan for the impacted campus(es)	Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math (Algebra 1, Algebra 2, Geometry), 9-12 RLA	Yes or No Select yes, go to column G Select no, go to column E													
Answer(s)	Southwest Elementary	Bluebonnet K-5 SAVVAS K-5 Fundations K-3	Yes	N/A	N/A	K-2: 120 minutes Reading 3-5: 120 minutes Reading K-5: 90 minutes Math K-4: 30 minutes Science 5: 45 minutes Science	K-4: 120 minutes Reading 5: 90 minutes Reading K-5: 75 minutes Math K-25: minutes Intervention 1-5: 50 minutes Intervention At first glance this does not meet the district recommendation because campus designed their masters chedule to include intervention minutes. The intervention minutes are conten specific and when you add those then it does meet the recommendation.	168	N/A	Southwest elementary will participate in the following: BOY, MOY, and EOY math and reading screeners utilizing Star Renaissance Fall and Spring District Benchmarks in math, reading, and science Campus follows the Solution Tree model for ongoing common formative and summative assessments	Yes, the campus already implemented a PLC structure and attended multiple Solution Tree professional learning sessions.	K-1 Together (1 hr math/1 hr reading) 2-3 Together (1hr math/1 hr reading) 4-5 Together (1 hr math/1 hr reading) Science (30 minutes)	Weekly for 2 hours	Instructional Coach facilitate and administrator will attend	All teachers	4 Questions: What it is we want students to know and be able to do? How will we know if they learned it? How will we respond if they did not? How will we extend the learning for students that already know it?

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
-Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
-The observation tool includes research-based instructional strategies (RBIS) look fors.
-The observation tool includes look fors related to implementation of approved curriculum.
-The capacity building/professional development (PD) plan matches the current state of talent at the campus.
 +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 +There is a plan to differentiate and/or increase support for uncertified teachers.

ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY TAB

Question	List or copy and paste all SI - identified campuses below	Removed several columns	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?						
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate													
Answer(s)	Southwest Elementary		**Principal Manager:** Observation & Feedback from Get Better Faster - Region 12 Principal Leadership, Supervision and Coaching - AASA TASA Midwinter Conference Leadership Pipeline - The Holdsworth Center High Yield Instructional Strategies - McRel and Region 13 Balanced Leadership - McRel Coaching Conversations - Jim Knight Podcast **Principal:** Texas Instructional Leadership - Region 12 Culture and Routines - Region 12 Observation Feedback - Region 12 Data Driven Instruction - Region 12 Monthly CLT Coaching - Region 12 Monthly Instructional Leadership - Cabinet and Executive Directors of School Leadership Weekly 1:1 Coaching - Executive Director of School Leadership Leadership Retreats 2x a year - Cabinet and Executive Directors of School Leadership **Other Campus Leaders:** Texas Instructional Leadership - Region 12 Culture and Routines - Region 12 Observation Feedback - Region 12 Data Driven Instruction - Region 12 Monthly CLT Coaching - Region 12 Monthly Assistant Principal Leadership Learning - Executive Directors of School Leadership Bi-weekly Coaching - School Principal **Teachers:** District Summer Learning - Teaching and Learning Beginning of School Learning - Teaching and Learning and Campus CLT District Content Cohort Learning - Teaching and Learning District Professional Learning Tuesdays - Teaching and Learing Special Education Job Alike Learning - District Special Education Observation Feedback Coaching - CLT Campus Professional Instructional Learning Monthly - CLT Campus Professional Behavior Learning as needed - CLT	Observation feedback will occur on a weekly basis and after school sessions will be held for newer to profession and struggling teachers. Summer sessions were provided for newer teachers with financial incentives.	Classroom Walkthrough Tool: Gradual Release, Students Discourse, Aggressive Monitor, High Yield Strategies Observation Walkthrough - Waterfall document tied to TTESS Principal Action Steps with DDI to coach Campus Leaders - Assessment and Curriculum Align to Rigor, Monitoring tools for all post assessment action plans, Data meeting are led with student work analysis Principal and Assistant Principal Evaluation Tool - PTESS standards	Teachers are grouped into tiers based on years of experience, classroom management, and instructional practices. All new and ineffective teachers receive weekly observations followed by a coaching session within 24 hours. Tier 2 teachers are observed biweekly, with a follow-up coaching session within 24 hours. Tier 1 teachers receive one observation per month, also followed by a coaching session within 24 hours.	All teachers participate in annual ESL training aligned to the English Language Proficiency Standards (ELPS). Dual Language teachers engage in ongoing professional development and receive additional coaching cycles throughout the year. Collaborative team meetings include focused learning on the implementation of student accommodations and appropriate instructional applications. Behavior training addressing Tier 1 and Tier 2 supports is provided at the start of each school year and reinforced periodically based on observation data and identified needs. Teachers who serve specific student populations receive targeted professional learning designed to strengthen instructional practices and promote student success.						

Criteria for Success		
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.		
Question	**List or copy and paste all SI - identified campuses below**	**Please share the key milestones for this strategy through August 2026 for TIP, and keymilestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.**
Additional Instructions	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.

Answer(s)		**Pre-Implementation:** By August 2025, all instructional staff will participate in initial professional development focused on implementation of Bluebonnet Math and SAVVAS ELA resources, ensuring familiarity with lesson structures, assessment tools, and alignment to TEKS (5.1). By October 2025, the principal and instructional coach will conduct professional learning on data-driven instruction cycles, emphasizing analysis of formative data, identification of trends, and instructional response (5.1). By September 2025, the principal and instructional coach will audit current small-group instruction, formative assessment, and data-driven instructional processes to establish baseline practices for improvement (4.1,5.1). By December 2025, the CLT will review leadership structures, teacher leadership opportunities, and CLT roles to clarify responsibilities and support staff growth(1.1,2.1) By December 2025, campus leadership will evaluate alignment between the mission, vision, goals, and daily practices to inform targeted professional learning (1.2) By August 2025, the principal and district partners will establish partnerships with Region 12, Emergent Tree, and other instructional support staff to provide ongoing coaching and professional learning (5.1) **Implementation Year I:** By December 2026, the CLT will develop a professional development calendar that integrates research-based instructional strategies, differentiation practices for special populations, and inclusion supports (4.1) December 2026, teachers and instructional leaders will implement consistent small-group instructional planning processes, including exit tickets and CFAs, to strengthen targeted instruction (5.1) By December 2026, the CLT will establish and use data protocols and observation/walkthrough systems to monitor student progress and instructional fidelity (5.1) By February 2027, teachers will engage in follow-up professional learning for Bluebonnet Math and SAVVAS ELA to deepen understanding of unit design, scaffolding strategies, and formative assessment connections (5.1) By May 2027, all teachers and teacher leaders, including dual-language paraprofessionals, will participate in monthly job-embedded coaching focused on data analysis, targeted instruction, and Capturing Kids' Hearts practices to improve teaching and learning (3.1,4.2,5.1) By March 2027, the CLT and campus leaders will embed the mission, vision, and goals into PLCs, staff meetings, newsletters, and celebrations to create alignment and a unified sense of purpose (1.2) By April 2027, CLT members will lead professional learning communities that incorporate data protocols, root-cause analysis, and reteach planning aligned to Data-Driven Instruction (5.3) By May 2027, teachers will receive targeted professional development on differentiation and inclusion practices for emergent bilinguals, students with disabilities, and other special populations to ensure equitable access to curriculum resources (1.2) By May 2027, the principal and district HR partners will refine teacher recruitment, selection, and placement protocols, including professional learning plans and retention strategies, to ensure high-quality staffing (2.1) By May 2027, teacher leaders will participate in structured professional learning cycles to strengthen instructional leadership skills and support peers (1.1) **Implementation Year 2:** By October 2027, ongoing professional development will focus on research-based best practices in math and literacy instruction, including problem-based learning, close reading, and academic discourse (5.1) By January 2028, data-driven instruction (DDI) cycles will be fully embedded into PLC agendas and coaching sessions, including pre-assessment, analysis, reteach, and post-assessment steps (5.1) By February 2028, CLT members will lead calibration sessions to ensure consistency in formative assessment scoring, use of data trackers, and alignment of instructional responses (5.3) By May 2028, teachers will consistently implement small-group instructional planning and formative assessments with fidelity; the CLT will monitor and provide weekly feedback to ensure student growth (4.1) By May 2028, teachers will independently analyze data and adjust instruction; the CLT will use trend analysis and observation to provide targeted coaching and professional growth support (5.1,5.2) By May 2028, all staff will consistently implement Capturing Kids' Hearts strategies, behavior incentives, and Tier 1/Tier 2 supports to maintain a positive culture of high expectations (3.1) By May 2028, the principal and Executive Directors of School Leadership will expand teacher leadership opportunities, provide quarterly coaching, and refine systems for consistent feedback to strengthen instructional and team leadership (1.1,1.2) By May 2028, the principal and HR partners will evaluate and refine recruitment, induction, and retention processes to ensure alignment with campus needs and student achievement goals (2.1). By May 2028, the CLT will review and update campus artifacts—CIP, newsletters, agendas, and professional learning materials—to reinforce alignment to the mission, vision, and goals in all instructional and operational practices (1.2). By May 2028, professional learning reflections and coaching logs will demonstrate teacher proficiency in implementing content-specific strategies aligned to Bluebonnet Math and SAVVAS ELA (5.1) **Implementation Year 3 and Beyond:** By August 2029 and annually thereafter, professional development plans will be reviewed and revised to incorporate current research-based instructional strategies, data-informed practices, and inclusion supports for diverse learners (5.1). By December 2029 and annually thereafter, the campus will celebrate and share model data-driven instruction practices through teacher-led showcases, contributing to a sustained culture of professional excellence (5.1) By May 2029 and annually thereafter, the CLT will monitor and sustain consistent implementation of small-group instruction, formative assessments, and data-driven decision-making to ensure continued growth in student achievement (4.1,5.1) By May 2029 and annually thereafter, teachers will lead data discussions, adjust instruction independently, and mentor peers to maintain a culture of continuous improvement (4.1,5.1, 1.1) By May 2029 and annually thereafter, the principal and campus leaders will continue to refine and expand teacher leadership opportunities, providing ongoing coaching, feedback, and professional learning to maintain a strong leadership pipeline (1.1,1.2) By May 2029 and annually thereafter, campus staff will sustain a culture of high expectations through consistent Capturing Kids' Hearts practices, behavior supports, and recognition systems (3.1)

	Criteria for Success				

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?
-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.
-The response describes:
  +Who will review progress towards milestones,
  +How frequently progress is reviewed,
  +How progress data will be collected, and
  +How it is shared with district leadership and other relevant stakeholders

Question	List or copy and paste all SI - identified campuses below	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Additional Instructions	List all SI campuses in the district					
Answer(s)	Southwest Elementary	District and campus leaders will monitor the successful implementation of this plan through regular classroom observations, walkthroughs, and analysis of student assessment data. The CLT will track fidelity of instructional practices, small-group planning, and behavior systems using established protocols, while district partners provide ongoing coaching and feedback. Progress will be reviewed in weekly meetings, with adjustments made as needed to ensure alignment to the mission, vision, and goals and to maintain a culture of continuous improvement.	The progress toward the identified milestones will be reviewed collaboratively by the Campus Leadership Team (CLT), the District Coordinator of School Improvement (DCSI), the Executive Director of School Leadership, and the Assistant Superintendent of Teaching and Learning. The CLT will monitor campus-level implementation through ongoing data reviews, classroom observations, and feedback cycles. The DCSI and Executive Director will provide coaching and oversight to ensure fidelity of implementation and alignment with district priorities. The Assistant Superintendent of Teaching and Learning will review progress at key checkpoints throughout the year, ensuring that resources, support, and professional learning are effectively aligned to meet the goals of the turnaround plan.	Progress toward milestones will be reviewed regularly throughout the year to ensure continuous improvement. Campus teams will analyze progress after each common formative and summative assessment during collaborative team time, using the data to adjust instruction and interventions as needed. In addition, district and campus leaders will review progress five times per year following each districtwide assessment, analyzing Renaissance or benchmark data to monitor growth and guide next steps for improvement.	Milestone progress data will be collected through multiple, systematic methods to ensure accuracy and consistency. The campus will utilize a data container within collaborative team meetings to capture and track DDI (Data-Driven Instruction) outcomes, including student performance trends and instructional adjustments. Additionally, a visual progress monitoring wall will display each student's movement through accountability STAAR bands, allowing staff to easily identify progress, gaps, and areas requiring targeted intervention. This combination of digital and visual data tracking will enable the Campus Leadership Team to monitor student growth in real time and inform ongoing instructional decisions aligned to campus goals.	Milestone progress data will be shared with district leadership and other relevant stakeholders through multiple, structured communication channels. The principal will meet weekly with the Executive Director of School Leadership to review campus progress toward milestones, discuss trends, and identify next steps for support. Additionally, data and implementation updates will be discussed during collaborative team meetings and faculty meetings to ensure all staff remain informed and aligned with campus goals. Progress will also be reported during district academic update meetings, providing central office leaders with a comprehensive view of campus advancement and areas requiring additional resources or coaching.

	Criteria for Success		

Has the district identified all resources needed to implement the SI strategy?
-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)
-Each cost described includes the source of funds.

Question	List or copy and paste all SI - identified campuses below	Please share the required costs to implement plan and source of funds	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
Additional Instructions	List all SI campuses in the district		
Answer(s)	Southwest Elementary	Substitute cost for coaching ($6,500), professional learning/coaching from Region 12 for Math, Reading, and DL ($20,000), CKH training ($4,400) Costs for professional learning supplies ($2,000), intervention materials ($3,400) Online intervention platforms ($28,200), 2 additional teahers, 1 additional Assistant Principal, 4 additional aids, 2 additional interventionists, 1 additional parent liaison, and 1 additional instructional coach	We are utilizing funds from the ESF Grant; however, if we do not recieve funding through LIFT then we will utilize title and local funds to support these strategies. Additional staffing is currently being funded through title and local funds.

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)	Southwest Elementary	Public Hearing Feedback Public Hearing Parent Handout Public Hearing Presenation

Belton Independent School District

Chisholm Trail Elementary

2025-2026 Campus Improvement Plan

Goals

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 1: Create clear, consistent, and accessible communication channels, fostering a strong and collaborative partnership with all stakeholders by May of 2026.

Evaluation Data Sources: Website checklist: Did we meet all strategy tasks?

Strategy 1 Details	Reviews			
Strategy 1: Centralize key information and resources for the Chisholm Trail community on an improved campus website to streamline communication and access. This will involve a current staff directory with contact details, an up-to-date calendar of events, and clearly labeled, direct links to vital program, attendance, health, and cafeteria information.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: To create a centralized information center for families to increase clarity. **Staff Responsible for Monitoring:** Principal & principal's secretary. **ESF Levers:** Lever 3: Positive School Culture	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Facilitate family involvement and connection through room parent/volunteer opportunities, intentional Title I events, weekly principal communication in Parent Square, bi-weekly teacher communication in Parent Square, parent-teacher conferences, and invitations to recognition rallies.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in effective supports for students and involvement in campus operations and activities **Staff Responsible for Monitoring:** Principal, Asst. Principals, Teachers **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

No Progress	Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 2: 100% of classroom teachers will input the appropriate number of grades outlined in the BISD grading policy every 9 weeks for all students by May of 2026.

    Evaluation Data Sources: Completion checklist through TTESS appraisers

Strategy 1 Details	Reviews			
Strategy 1: Teachers will print and turn in grade-books to be signed every 9 weeks by their T TESS appraiser. This will be calendared every 9 weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create accountability for grading and increase communication with parents in relation to their child's progress. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Problem Statements:** School Processes & Programs 2, 5	Oct	Jan	Apr	June
	Some Progress			

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers have attended ARDs and stated that they did not know about accommodations, or academic levels of students.   **Root Cause**: Teachers are not reading IEPs and are not keeping consistent data on students.
Problem Statement 5: Data-driven decision making and planning is inconsistent across the campus.   **Root Cause**: We do not have a system in place to fully support teachers through a planning cycle and to hold them accountable to ensure it is truly data driven.

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 3: Increase the active and visible participation of our military unit partners at elementary campus events throughout the 2025-2026 school year, fostering a stronger sense of community and support for our students and families.

> **Evaluation Data Sources:** Military unit attendance at events

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the military unit to identify at least two varied types of campus events where their presence would be most impactful and welcomed by students (e.g., volunteers for activity stations, guest readers, mentorship opportunities, demonstrations related to their work, etc.).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the visibility of military personnel on campus to engage our students who come from military backgrounds. **Staff Responsible for Monitoring:** Principal - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	No Progress			

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: ADA for high at-risk subgroups is at 90% on average. **Root Cause**: The average daily attendance for high at-risk subgroups is consistently at 90% due to a lack of targeted interventions and support that address their unique needs.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.
Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: By January 2026, 100% of campus staff will strategically implement the instructional playbook strategies to fortify Tier I instruction campus-wide, establishing a robust foundation that cultivates critical thinking skills and enhances learning opportunities for all students.

   Evaluation Data Sources: Walkthrough data/ Formative & Summative assessment data/ SGPs

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive onboarding program for all new staff that includes in-depth training on the campus instructional playbook. This will be reinforced through weekly, focused walkthroughs incorporating real-time coaching and feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase critical thinking as measured by the BISD critical thinking rubric by 10%.
Staff Responsible for Monitoring: Principals, assistant principals, and instructional coach.
 	
Title I:
2.52
  - ESF Levers:
Lever 5: Effective Instruction
  - Targeted Support Strategy
Problem Statements: Student Learning 4 - Perceptions 2
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Systematically analyze walkthrough data with the Guiding Coalition to identify trends and inform targeted follow-up training and professional development opportunities, ensuring ongoing growth and consistent implementation of Tier I strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase critical thinking as measured by the BISD critical thinking rubric by 10%. **Staff Responsible for Monitoring:** Principals, assistant principals, and instructional coach. **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 4 - Perceptions 2	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Almost an entire across the board (subject and grade) increase in DNM from interim I to Interim II.   **Root Cause**: Some causes include inconsistent and insufficient Tier I instruction that lacks grade-level rigor and alignment to priority TEKS. However, contributing factors may include potential gaps in curriculum implementation, inconsistent instructional delivery, insufficient targeted intervention for struggling learners, and possible underlying student learning needs not being adequately addressed.

Perceptions
Problem Statement 2: SPED, EB, and Eco Dis sub-populations show higher trends in the DNM category campus wide.   **Root Cause**: The disproportionately high DNM rates among SPED, EB, and Eco Dis students stem from a lack of targeted instructional strategies and resources tailored to their specific learning needs.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: 3rd grade 'meets" or above on STAAR Math will increase from 47% to 51% and on Reading will increase from 41% to 45%.
4th grade and 5th grade 'meets" or above on STAAR Math and reading will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: Formative & summative assessment data/ SGPs

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide, consistent data tracking and response system that empowers teachers to monitor and respond to individual student progress. This system will centralize priority standard data, formative assessment results, summative assessment outcomes, and documented student services. By providing a comprehensive view of each student's learning journey and support received, this tracker will inform targeted interventions during WIN time, ensuring individualized support to address specific needs and accelerate growth towards STAAR mastery.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student achievement as stated in the performance objective. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional coach, and teachers. **Title I:** 2.53 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 4 - School Processes & Programs 2, 5 - Perceptions 1, 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Adequately staff the campus with additional staff to support students to close academic gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic performance	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principals **Title I:** 2.51 **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**	Considerable			

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Almost an entire across the board (subject and grade) increase in DNM from interim I to Interim II.   **Root Cause**: Some causes include inconsistent and insufficient Tier I instruction that lacks grade-level rigor and alignment to priority TEKS. However, contributing factors may include potential gaps in curriculum implementation, inconsistent instructional delivery, insufficient targeted intervention for struggling learners, and possible underlying student learning needs not being adequately addressed.

School Processes & Programs
Problem Statement 2: Teachers have attended ARDs and stated that they did not know about accommodations, or academic levels of students.   **Root Cause**: Teachers are not reading IEPs and are not keeping consistent data on students.
Problem Statement 5: Data-driven decision making and planning is inconsistent across the campus.   **Root Cause**: We do not have a system in place to fully support teachers through a planning cycle and to hold them accountable to ensure it is truly data driven.

Perceptions
Problem Statement 1: ADA for high at-risk subgroups is at 90% on average.   **Root Cause**: The average daily attendance for high at-risk subgroups is consistently at 90% due to a lack of targeted interventions and support that address their unique needs.
Problem Statement 2: SPED, EB, and Eco Dis sub-populations show higher trends in the DNM category campus wide.   **Root Cause**: The disproportionately high DNM rates among SPED, EB, and Eco Dis students stem from a lack of targeted instructional strategies and resources tailored to their specific learning needs.

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 1: By May of 2026, all staff will have developed and pursued a professional goal aligned with the BISD Leadership Definition through the T TESS process.

    Evaluation Data Sources: Completion can be verified through Strive -- 100% of staff goals will align to the BISD Leadership Definiton.

Strategy 1 Details		Reviews			
Strategy 1: Provide explicit professional development early in the 2025-2026 school year focused on unpacking the BISD Leadership Definition.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To elicit buy-in to the BISD Leadership Pipeline work **Staff Responsible for Monitoring:** Principal and assistant principals **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Apr**	**June**
		Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Campus leadership teams will consistently reference and integrate the BISD Leadership Definition into campus meetings, initiatives, and professional learning opportunities, reinforcing its importance and relevance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reinforce the importance and relevance of the BISD Leadership Definition **Staff Responsible for Monitoring:** Principal and assistant principals		**Oct**	**Jan**	**Apr**	**June**
		Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Hold goal-setting workshops to guide staff through the process of developing their professional goals within the T-TESS Goal-Setting and Professional Development Plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure staff can correctly write a goal aligned to the BISD Leadership Definition **Staff Responsible for Monitoring:** Principal and assistant principals **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Apr**	**June**
		Accomplished			

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 2: By October of 2026, cultivate strong relationships with substitute teachers by providing them with clear expectations, and ongoing support through structured check-ins, leading to increased retention and a more engaged substitute teaching pool.

   Evaluation Data Sources: Decrease the number of unfilled substitute positions for classroom teachers by 15%. The # of unfilled classroom teacher positions during the 2024-2025 school year was 454.

Strategy 1 Details	Reviews			

Strategy 1: To ensure a positive and supportive experience for substitute teachers, we will implement the following measures: All staff will create comprehensive substitute folders, which will be reviewed in collaborative team time early in the fall, containing EOPs, student service cheat sheets, 3 emergency lesson plans, duty expectations, and a daily schedule. Teams will identify the members that will conduct morning check-ins with substitutes, ensure lesson plans are available for the subs, and extend invitations for them to join the team for lunch.
 	
   Strategy's Expected Result/Impact: Increase substitute retention.
   Staff Responsible for Monitoring: Principal, assistant principals, and teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	Some Progress			

Strategy 2 Details	Reviews			

Strategy 2: To gather feedback and ensure accountability, substitutes will complete a daily exit survey addressing the availability of the folder, the check-in, and the lunch buddy opportunity. Finally, we will provide substitutes with water and a snack each day.
 	
   Strategy's Expected Result/Impact: Increase substitute retention
   Staff Responsible for Monitoring: Principal, assistant principals, secretary, and receptionists.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 3: By May of 2026, staff absences will decrease by 20%.

Evaluation Data Sources: Attendance Reports for Staff

Strategy 1 Details	Reviews			
Strategy 1: In August of 2025, all staff will read, review, and sign the campus handbook which includes the attendance policy directly from the BISD employee handbook. **Strategy's Expected Result/Impact:** Increase staff attendance **Staff Responsible for Monitoring:** Appraisers	**Formative**			**Summative**
	Oct	Jan	Apr	June
	Accomplished			
Strategy 2 Details	**Reviews**			
Strategy 2: The administration team will engage in attendance discussions to review policies, expectations, and staff absences to ensure alignment in our communication and to be able to address concerns with appraisees. **Strategy's Expected Result/Impact:** Ensure alignment and consistently address concerns	**Formative**			**Summative**
	Oct	Jan	Apr	June
	Some Progress			

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 1: Implement one campus-wide Hope Squad kindness activity a month by May of 2026.

    Evaluation Data Sources: Calendar Check - Verify One event per month by May of 2026.

Strategy 1 Details	Reviews			
Strategy 1: Develop a committee. In the initial committee meetings, generate a wide range of potential activities. Consider different scales of impact, resource requirements, and engagement levels. Then create a tentative schedule for the monthly activities from September 2025 to May 2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease referrals
    Staff Responsible for Monitoring: Counselors
 	
  - ESF Levers:
Lever 3: Positive School Culture
Problem Statements: Demographics 1
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As of April 2, 2025 discipline referral counts totaled to 471. Referrals went from 411 to 471 in a matter of 8 school days. **Root Cause**: The significant increase in discipline referrals, from 411 to 471 within an 8-school-day period ending April 2, 2025, is directly attributable to a combination of factors: a systemic approach that prioritizes punitive measures over restorative practices, a lack of consistent behavior modeling and instruction for students, and a reliance on front office referrals to address behavior.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 2: Implement Capturing Kids' Hearts with 80% fidelity as measured by a campus created checklist by January of 2026.

    Evaluation Data Sources: CKH Walkthrough Form Created by Admin

Strategy 1 Details		Reviews			
Strategy 1: Launch CKH through the initial two-day training and provide immediate post-training support.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease referrals and increase staff retention.		Oct	Jan	Apr	June

Staff Responsible for Monitoring: Principal, assistant principals, and instructional coach.
 	
  - ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Demographics 1
    Funding Sources: - 211 Title I, Part A
		Accomplished			

Strategy 2 Details		Reviews			
Strategy 2: Regularly assess the implementation of CKH using the campus-created checklist and provide timely, specific, and supportive feedback to staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease referrals and increase staff retention.		Oct	Jan	Apr	June

Staff Responsible for Monitoring: Principal, assistant principals, and instructional coach.
 	
  ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1
		Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Utilize the data from fidelity checks to identify school-wide trends and provide focused professional development and support to address areas needing improvement.
    Strategy's Expected Result/Impact: Decrease referrals and increase staff retention.
    Staff Responsible for Monitoring: Principal, assistant principals, and instructional coach.
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1
    Funding Sources: - 255 Title II, Part A
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	Some Progress			

Strategy 4 Details	Reviews			

Strategy 4: Measure the achievement of the 80% fidelity goal by January 2026 and establish a plan for the ongoing integration and sustainability of CKH within the school culture.
    Strategy's Expected Result/Impact: Decrease referrals and increase staff retention.
    Staff Responsible for Monitoring: Principal, assistant principals, and instructional coach.
 	
     - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As of April 2, 2025 discipline referral counts totaled to 471. Referrals went from 411 to 471 in a matter of 8 school days. **Root Cause**: The significant increase in discipline referrals, from 411 to 471 within an 8-school-day period ending April 2, 2025, is directly attributable to a combination of factors: a systemic approach that prioritizes punitive measures over restorative practices, a lack of consistent behavior modeling and instruction for students, and a reliance on front office referrals to address behavior.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 3: By May of 2026, the campus will establish effective PLC practices and foster collaborative environments within each Collaborative Team as evidenced by measurable progress on the Guiding Coalition checklist and the Collaborative Team Reflection Document.

Evaluation Data Sources: Guiding Coalition checklist and the Collaborative Team Reflection Document.

Strategy 1 Details		Reviews			
Strategy 1: Collaborative teams will develop collaborative norms, commitments, and goals.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Develop shared expectations and direction for accountability		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Guiding Coalition **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 5		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Introduce and practice using the Unit Pacing and Assessment Cycles from Solution Tree.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To create a focus for collaborative team time and to increase productivity and student performance.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Guiding Coalition **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 4 - School Processes & Programs 5		Accomplished			
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Almost an entire across the board (subject and grade) increase in DNM from interim I to Interim II.   **Root Cause**: Some causes include inconsistent and insufficient Tier I instruction that lacks grade-level rigor and alignment to priority TEKS. However, contributing factors may include potential gaps in curriculum implementation, inconsistent instructional delivery, insufficient targeted intervention for struggling learners, and possible underlying student learning needs not being adequately addressed.
School Processes & Programs
Problem Statement 5: Data-driven decision making and planning is inconsistent across the campus.   **Root Cause**: We do not have a system in place to fully support teachers through a planning cycle and to hold them accountable to ensure it is truly data driven.

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Key Progress Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Performance Objective 1: By May of 2026, our campus will establish and implement comprehensive systems of support aligned with the district's Teacher Incentive Allotment (TIA) framework, ensuring that 100% of eligible teachers understand the TIA pathways, observation rubrics, and data requirements.

Evaluation Data Sources: Survey for staff

Strategy 1 Details	Reviews			
Strategy 1: Provide 100% of eligible teachers with extensive T TESS training on the evaluation rubric and process. During this training, explicitly highlight the overlap between our campus instructional focuses and the T TESS rubric.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Support understanding **Staff Responsible for Monitoring:** Principal and assistant principals - **ESF Levers:** Lever 2: Strategic Staffing	Accomplished			

Strategy 2 Details	Reviews			
Strategy 2: Facilitate individual or small group sessions to guide teachers in developing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) professional growth goals that align with TIA rubrics and their individual professional development plans.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Ensure goals are aligned with TIA requirements **Staff Responsible for Monitoring:** TTESS appraiser	Accomplished			

Strategy 3 Details	Reviews			
Strategy 3: Elicit feedback through surveys or through documented meetings to determine areas where teachers need support or clarification.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase understanding and support **Staff Responsible for Monitoring:** TTESS appraisers	No Progress			

⚪ No Progress	🟢 Accomplished	➡️ Continue/Modify	❌ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement a comprehensive onboarding program for all new staff that includes in-depth training on the campus instructional playbook. This will be reinforced through weekly, focused walkthroughs incorporating real-time coaching and feedback.
2	2	1	Implement a campus-wide, consistent data tracking and response system that empowers teachers to monitor and respond to individual student progress. This system will centralize priority standard data, formative assessment results, summative assessment outcomes, and documented student services. By providing a comprehensive view of each student's learning journey and support received, this tracker will inform targeted interventions during WIN time, ensuring individualized support to address specific needs and accelerate growth towards STAAR mastery.
2	2	2	Adequately staff the campus with additional staff to support students to close academic gaps.
4	3	2	Introduce and practice using the Unit Pacing and Assessment Cycles from Solution Tree.

Plan Notes

For Chisholm Trail to address its D rating or ATS/TSI designation, the campus will implement Intensive Curriculum & Instruction Improvements, a core strategy anchored in research-based resources and structured collaboration. This evidence-based approach is founded on delivering a high-volume, high-quality curriculum across 168 instructional days using SAVVAS (for RLA/Math), Fundations (for foundational literacy), and Go Math. Instruction will be scheduled to maximize learning minutes, with RLA time allocated as follows: Kindergarten (165 minutes), 1st Grade (160 minutes), 2nd Grade (130 minutes), 3rd Grade (105 minutes), 4th Grade (105 minutes), and 5th Grade (95 minutes). Math instruction will receive 60 minutes in Kindergarten, 80 minutes in 1st Grade, 105 minutes in 2nd Grade, 70 minutes in 3rd Grade, 80 minutes in 4th Grade, and 70 minutes in 5th Grade, with a dedicated 50-minute intervention block for 1st-5th grades and a dedicated 30-minute intervention block for kindergarten. The effectiveness of this instruction will be continuously monitored through a robust assessment plan that includes mid-unit formatives, end-of-unit summatives assessing priority standards, benchmarks aligned to STAAR, a Star Ren screener, and subsequent diagnostic tests to pinpoint intervention starting points. Furthermore, instructional effectiveness and fidelity will be cemented through a Solution Tree PLC/Collaborative Team Structure, where grade level teams meet for 110 minutes weekly, facilitated by Administration and the Instructional Coach, to apply the 4 essential PLC Questions and drive continuous instructional refinement.

This plan will be rigorously monitored by district and campus leaders through a cohesive system of accountability involving both campus and district leadership. Campus leaders will ensure instructional fidelity by checking weekly lesson plans and actively building lesson plans with teams. Instructional practices will be observed and refined through weekly walkthroughs utilizing the Get Better Faster and TTESS frameworks, followed by engaging staff in targeted coaching cycles also based on Get Better Faster. To ensure deep planning, dedicated coverage will be provided so teachers can build comprehensive unit plans or WIN (Intervention and Enrichment) plans, which will then be followed by fidelity checks to ensure proper execution. Student outcomes will drive continuous improvement, managed by engaging teams in a data response protocol and embedding designated response days into each instructional unit. The campus leadership team will facilitate this process by holding weekly instructional meetings to review current data and develop immediate response plans. Furthermore, the Campus Improvement Plan (CIP) has been divided among the leadership team, with each member drafting specific implementation plans that are reviewed and checked in on monthly. CIP progress will be formally monitored four times per year, discussed with all staff in two annual staff meetings, and reviewed with families during four Site-Based Decision Making (SBDM) committee meetings.

If the Improvement Plan is not successfully implemented or fails to produce the desired student outcomes, the school system will initiate a series of increasingly intensive actions, beginning with a critical internal review. This review may result in moving staff around to better align expertise with student needs and the reallocation of Title I funds or campus funds to support newly determined, high-leverage priorities. Furthermore, the district will address human capital by ensuring every position, from administration to teacher, is maximally focused on instructional improvement. Immediate operational adjustments may include adjusting the master schedule to dedicate more time and resources to targeted RLA and Math instruction and intervention. Finally, the school system will mandate additional lesson internalization procedures as well as targeted trainings for staff identified as needing support in curriculum fidelity, instructional delivery, or data-driven response protocols, ensuring all necessary resources and systemic pressure are brought to bear to achieve successful implementation and exit the D rating or ATS/TSI designation.

Implementation of the school improvement strategy will necessitate a targeted reallocation of resources to support sustained instructional growth and data-driven practices, further bolstered by the addition of a new Special Programs Administrator. A portion of the budget will be allocated to cover substitute costs, which is essential for releasing teachers to engage in job-embedded coaching cycles, professional learning, and collaborative planning sessions without disrupting instructional time. Funding will be explicitly set aside for specialized, external training, including targeted Region 12 Trainings on Instruction & Data and sustained Region 12 Action Coaching to build content and leadership capacity. Furthermore, new staff will receive foundational training through CKH (Capturing Kids' Hearts) training. Finally, campus funds will be reallocated to cover the costs for necessary professional learning supplies and dedicated intervention materials, as well as subscriptions to essential online intervention platforms, such as Freckle and Lalilo, to provide differentiated, technology-enhanced support to students during dedicated intervention blocks. Time allocations for the year include moving from 45 minute PLCs to 110 minute PLCs once a week. This increase in time allows staff to dive deeper into the teaching and assessing cycle of data driven instruction.

By May of 2026, grades 3-5 will increase from 42% of students meeting grade level on STAAR to 49% of students meeting grade level on STAAR in Reading Language Arts. By May of 2026, grades 3-5 will increase from 38% of students meeting grade level on STAAR to 45% of students meeting grade level in Mathematics.

Belton Independent School District

High Point Elementary

2025-2026 Campus Improvement Plan

Goals

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 1: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Evaluation Data Sources: Agendas, minutes, planned event(s)

Strategy 1 Details	Reviews			
Strategy 1: Establish a strategic partnership with First Temple Church by meeting quarterly with Miguel Garcia and devising a plan that addresses each system's needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support received by each party to increase performance of church and school. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	**Oct**	**Jan**	**Apr**	**June**
	Some Progress			

⭕ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Low participation with stakeholders in prioritizing attendance, partnerships in academic events, and volunteer opportunities. **Root Cause**: Lack of parent/family understanding regarding how these factors affect student growth and progress.

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 2: By May of 2026, at least 70% of families will report feeling well informed and connected to the school community.

> **High Priority**

> **Evaluation Data Sources:** Quarterly surveys, sign-in sheets, exit tickets after family events

Strategy 1 Details	Reviews			
Strategy 1: Form a team of staff and family to collaborate on the needs, hopes and dreams of family involvement at HPE.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents and staff feel heard, valued, and supported in their hopes and dreams.	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Communicate events and collaborative opportunities well in advance through the school newsletter and ParentSquare.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in family involvement	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals **Problem Statements:** Perceptions 3	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Schedule parent information nights to include grade level expectations, standards based grading for K-2 and numeric grading for 3-5, STAAR expectations, and attendance and why it's important.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent knowledge of school operations	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	Accomplished			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Low participation with stakeholders in prioritizing attendance, partnerships in academic events, and volunteer opportunities.   **Root Cause**: Lack of parent/ family understanding regarding how these factors affect student growth and progress.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: By May 2026, 50% of students in grades K-5 will reach a student growth percent of 65 (1.5 years of growth) measured by Star Renaissance Early Lit, Reading, and Math taken at BOY and EOY.

High Priority

Evaluation Data Sources: Lesson plans, team planning agendas

Strategy 1 Details	Reviews			
Strategy 1: The Guiding Coalition will teach, model, facilitate, and monitor a strategic data protocol that focuses on individual student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Guiding Coalition Teacher Leaders **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2	No Progress			

Strategy 2 Details	Reviews			
Strategy 2: "Response Days" will be embedded in the Tier 1 lesson cycle to ensure there is adequate time to assess, reteach, and reassess student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Identify the percent of students at proficient levels from initial teach and the percent at proficient after reteach; an increase in students reaching proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Guiding Coalition **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1	Moderate Progress			

Strategy 3 Details	Reviews			

Strategy 3: Technology will be limited in use to student mastery of math and reading or student generated product aligned to Texas standards.
 	
    Strategy's Expected Result/Impact: stronger foundation in math and reading skills and more authentic tasks
    Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Guiding Coalition
 	
    ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	Some Progress			

No Progress	Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, 24% of students receive Tier 3 Interventions and 30% receive Tier 2 Interventions (total of 54% in T2/T3).   **Root Cause**: The direct instruction across the campus is not consistent, lacking higher order questioning, think alouds, and modeling.

Student Learning
Problem Statement 1: We have not hit the student growth percentile goal of 65 (1.5 years growth) in any grade level or subject.   **Root Cause**: There is a disconnect and misalignment from grade level to grade level due to a lack of collaborative efforts around standards, needs of students, and how to use the data to respond in order to see positive results.
Problem Statement 2: There's low growth for all sub groups on Math STAAR.   **Root Cause**: There's been a lack of focus on math instruction and more emphasis on reading this year.

School Processes & Programs
Problem Statement 1: Collaborative planning within collaborative results in varied implementation across classes and grade levels.   **Root Cause**: Our current reality with team planning is typically which skill is being taught next week by subject and operational (housekeeping) topics being discussed. We do not have a strong focus on the 4 PLC questions.
Problem Statement 2: There is a high number of special education referrals (15 for speech and 27 for learning disability).   **Root Cause**: Tier 1 instruction is not at the rigor or depth of complexity as the standards. Potentially there could be a lack of understanding on unpacking TEKS to fully know how we know students are learning it.

Perceptions
Problem Statement 1: High percentage of students receiving special education services (~25%) or intervention services through Tier 2 or Tier 3 ~54%).   **Root Cause**: Lack of teacher capacity to effectively meet the needs of diverse learners.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: The percentage of 3rd-grade learners scoring meets grade level or higher on STAAR reading will increase from 38% to 40% by June 2026. The percentage of 3rd-grade learners scoring meets grade level or higher on STAAR math will increase from 25% to 27% by June 2026.

Evaluation Data Sources: STAAR

Strategy 1 Details			Reviews			
Strategy 1: Collaborative teams will create, analyze, and respond to common formative assessments to monitor progress towards priority standards. **Strategy's Expected Result/Impact:** Increased percentage of students at proficient. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Guiding Coalition **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
			Some Progress			

Strategy 2 Details			Reviews			
Strategy 2: By December 2025, collaborative teams will complete one full unit planning cycle that includes the backward design model, progression ladders, and team-developed common formative and summative assessments. **Strategy's Expected Result/Impact:** increased assessment data **Staff Responsible for Monitoring:** Principal, assistant principals, instructional coach, guiding coalition **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
			Accomplished			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Currently, 24% of students receive Tier 3 Interventions and 30% receive Tier 2 Interventions (total of 54% in T2/T3).   **Root Cause**: The direct instruction across the campus is not consistent, lacking higher order questioning, think alouds, and modeling.

Student Learning
Problem Statement 1: We have not hit the student growth percentile goal of 65 (1.5 years growth) in any grade level or subject.   **Root Cause**: There is a disconnect and misalignment from grade level to grade level due to a lack of collaborative efforts around standards, needs of students, and how to use the data to respond in order to see positive results.

School Processes & Programs
Problem Statement 1: Collaborative planning within collaborative results in varied implementation across classes and grade levels.   **Root Cause**: Our current reality with team planning is typically which skill is being taught next week by subject and operational (housekeeping) topics being discussed. We do not have a strong focus on the 4 PLC questions.

Perceptions
Problem Statement 2: Professional learning strands do not allow for shared knowledge and alignment amongst the entire staff when trying to manage change.   **Root Cause**: There's not a consistent opportunity for the whole staff to collaborate on the same learning.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 3: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Evaluation Data Sources: district Critical Thinking data collection

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing learning around the BISD Critical Thinking Rubric that supports the connection to the instructional playlist.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increase in understanding of the critical thinking rubric and its application **Staff Responsible for Monitoring:** Principal, APs, instructional coach **ESF Levers:** Lever 5: Effective Instruction	No Progress			

Strategy 2 Details	Reviews			
Strategy 2: Create an instructional playlist to include clear expectations around: teacher modeling/thinking aloud, higher order questioning, sentence stems, and turn and talk.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student learning **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Guiding Coalition **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Considerable			

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: We have not hit the student growth percentile goal of 65 (1.5 years growth) in any grade level or subject.   **Root Cause**: There is a disconnect and misalignment from grade level to grade level due to a lack of collaborative efforts around standards, needs of students, and how to use the data to respond in order to see positive results.

School Processes & Programs

Problem Statement 1: Collaborative planning within collaborative results in varied implementation across classes and grade levels.   **Root Cause**: Our current reality with team planning is typically which skill is being taught next week by subject and operational (housekeeping) topics being discussed. We do not have a strong focus on the 4 PLC questions.

Perceptions

Problem Statement 1: High percentage of students receiving special education services (~25%) or intervention services through Tier 2 or Tier 3 ~54%).   **Root Cause**: Lack of teacher capacity to effectively meet the needs of diverse learners.

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 1: By May of 2026, all staff will have developed and pursued a professional goal aligned with the BISD Leadership definition through the T-TESS process.

    Evaluation Data Sources: T-TESS goal setting, Laserfische Forms

Strategy 1 Details	Reviews			
Strategy 1: During beginning of the year professional learning, there will be explicit learning around the BISD Leadership definition.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: shared knowledge around leadership definition and behaviors that support it **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Perceptions 2	Accomplished			

Strategy 2 Details	Reviews			
Strategy 2: The BISD Leadership Definition will be visible and woven into campus culture through newsletters, collaborative team discussions, and staff meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will increase their knowledge of the leadership definition. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Problem Statements:** Perceptions 2	Some Progress			

○ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Professional learning strands do not allow for shared knowledge and alignment amongst the entire staff when trying to manage change. **Root Cause**: There's not a consistent opportunity for the whole staff to collaborate on the same learning.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 1: By March 2026, we will establish at least two opportunities for students to actively contribute to and promote the campus vision and mission as evidenced by student participation rates and documented contributions to relevant initiatives.

Evaluation Data Sources: surveys, principal advisory committee minutes/agendas, award announcements

Strategy 1 Details	Reviews			
Strategy 1: Initiate a Principal Advisory Team where students welcome guests during community visits, are on duty during arrival greeting staff and students, and visit classrooms and report feedback to staff.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in students feeling valued and heard as well as an increase in knowing the goals and direction of the school. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement a plan for recognizing students who exemplify the Journey of a Graduate Competencies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase JOG language throughout the campus, increase student connectedness	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	Considerable			

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Low participation with stakeholders in prioritizing attendance, partnerships in academic events, and volunteer opportunities.   **Root Cause**: Lack of parent/ family understanding regarding how these factors affect student growth and progress.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 2: By May 2026, the guiding coalition will demonstrate measurable progress toward becoming a high-functioning team, as evidenced by results aligned to the Guiding Coalition Checklist.

    High Priority

    Evaluation Data Sources: Guiding Coalition checklist

Strategy 1 Details	Reviews			
Strategy 1: Use the book Amplify Your Impact Coaching Collaborative Teams to build leadership capacity of the Guiding Coalition.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Guiding Coalition (GC) will have increased confidence in leading collaborative teams and the larger team through data protocols to increase student achievement across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 2	Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: The Guiding Coalition will engage in learning walks together to calibrate on instructional strategy delivery and monitor how the PLC Process is executed during instructional time.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: leadership capacity within the GC is increased and teams build momentum for impact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			
	○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Collaborative planning within collaborative results in varied implementation across classes and grade levels.   **Root Cause**: Our current reality with team planning is typically which skill is being taught next week by subject and operational (housekeeping) topics being discussed. We do not have a strong focus on the 4 PLC questions.

Perceptions
Problem Statement 2: Professional learning strands do not allow for shared knowledge and alignment amongst the entire staff when trying to manage change.   **Root Cause**: There's not a consistent opportunity for the whole staff to collaborate on the same learning.

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 3: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Evaluation Data Sources: meeting minutes

Strategy 1 Details		Reviews			
Strategy 1: Develop a selection process to design the Hope Squad. Use their input on the plan for a Hope Squad event.		**Formative**			**Summative**
Strategy's Expected Result/Impact: student connectedness, increase in kindness		**Oct**	**Jan**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture		Some Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 4: By March 2026, social, emotional, and behavioral learning will be implemented with fidelity through all homeroom classrooms to include following the SEL YAG and being responsive to class needs.

    Evaluation Data Sources: discipline data, lesson plans, fidelity checks

Strategy 1 Details		Reviews			
Strategy 1: Ensure all staff have access to the SEL YAG as well as online resources.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistent behaviors aligning to safe, respectful, responsible core values, increase in instructional time		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Counselors **ESF Levers:** Lever 3: Positive School Culture		Some Progress			
	No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Key Progress Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Performance Objective 1: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in T-TESS rubric.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Reducing variability between classrooms across campus. **Staff Responsible for Monitoring:** Principal, APs **ESF Levers:** Lever 5: Effective Instruction	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with T-TESS training on the evaluation rubric and process. During this training, explicitly highlight the overlap between our campus instructional focuses and the T-TESS rubric.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Clearer understanding of the rating scale and how the rubric correlates to campus goals. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 5: Effective Instruction	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

Plan Notes

The campus will execute an Intensive Curriculum & Instruction Improvement strategy focused on maximizing instructional time and collaborative practice over 168 instructional days. Core curriculum resources include SAVVAS and Fundations for ELAR, and Go Math for mathematics. Daily instructional minutes are meticulously allocated by grade level (e.g., Kindergarten receives 140 minutes for ELAR and 90 for Math, while 3rd grade has 165 minutes for ELAR and 80 for Math), and dedicated time is scheduled for interventions ranging from 30 minutes in K-2 to 60 minutes in grades 3-5. This intensive instruction is supported by a robust assessment plan utilizing screeners (beginning, middle, end), fall/ spring benchmarks, and common formative and summative assessments. Continuous improvement is driven by the Solution Tree PLC structure, where collaborative teams meet twice weekly for 45 minutes under the guidance of the instructional coach, adhering to the 4 Critical Questions protocol to analyze student data and refine practice.

Campus leaders will ensure fidelity and effectiveness of the Intensive Curriculum & Instruction Improvements plan through a multi-faceted monitoring system anchored in the PLC structure and assessment data. The instructional coach, who facilitates the twice-weekly, 45-minute PLC meetings, will serve as the primary monitor of the collaborative teams, verifying that teachers are consistently addressing the 4 Critical Questions—specifically, analyzing common formative and summative assessment data to diagnose student needs and collectively planning targeted interventions. Furthermore, leaders will conduct routine classroom observations, walkthroughs, and analysis of student assessment data to confirm the fidelity of high quality instruction. The analysis of student results from the beginning, middle, and end-of-year screeners and fall/spring benchmarks will provide the high-level evidence of the plan's impact, allowing leaders to adjust resources and professional development to support struggling teams or content areas throughout the instructional year.

If initial plan outcomes are unsatisfactory, the next-level work will intensify the focus on instructional precision and data-driven action by primarily targeting PLC Questions 2 and 3. Instructional coaches will assume a tighter monitoring role, moving teams beyond mere data discussion to conducting deep root-cause analyses of common formative assessment results to pinpoint the exact *why* behind student non-mastery. Concurrently, the campus will undertake a master schedule revision to secure equitable intervention times and protect high-leverage Tier 1 instructional blocks from interruptions. To ensure optimal teaching quality, leaders will strategically review teacher strengths and implement strategic teacher placements to align staff expertise with appropriate grade levels. Finally, the campus will strengthen and tighten lesson plan expectations, mandating detailed planning for small-group teaching and learning and ensuring an active, monitored component during student independent work time to immediately address learning needs.

Implementing the Intensive Curriculum & Instruction Improvements strategy requires a strategic reallocation of financial and human capital to directly support instructional demands and collaborative structures. Key resource shifts include adopting the Freckle by Renaissance digital platform to provide students with personalized, adaptive practice and intervention aligned with the curriculum, thereby strengthening both Tier 1 and Tier 2 instruction. To boost the quality of the weekly PLC work, the campus will dedicate half-day planning days once per nine weeks, allowing grade-level teams to engage in deep, uninterrupted data analysis, curriculum mapping, and the collaborative creation of common formative assessments. Crucially, the campus will address the growing needs of its student population by securing additional special education staffing, ensuring that required services and intensive supports are adequately provided, particularly within the dedicated daily intervention block, maintaining compliance and maximizing student progress.

By May of 2026, all Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate will increase from 49% to 54%.

By May of 2026, all Grades Math Meets Grade Level or Above STAAR Performance rate will increase from 32% to 37%.

Belton Independent School District

Hubbard Branch Elementary

2025-2026 Campus Improvement Plan

Goals

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 1: Hubbard Branch will secure a sponsorship with Temple College through their Adopt-A-School program for the 2025-2026 school year, a partnership that offers our students engagement/opportunities which promote a future driven mindset, at least once a semester.

Evaluation Data Sources: Log of partnership events and activities.

Strategy 1 Details		Reviews			
Strategy 1: Hubbard Branch and Temple College will partner for at least three events throughout the school year including a Ground Breaking Ceremony in September.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: School and community connects will increase. **Staff Responsible for Monitoring:** Principal, Counselors - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1		Moderate Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Temple College will provide speakers and pathways for Career Day.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will connect their current learning with future opportunities. **Staff Responsible for Monitoring:** Principal, Counselors - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1		Moderate Progress			
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Being a new campus we don't have many community partnerships. We need to increase our school-family connections.   **Root Cause**: We need more community partnerships and parent involvement.

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 2: Foster strong, positive relationships with parents and families to gather input and feedback regarding School and Parent Compact, Parent and Family Engagement Policy, and Title 1 program evaluation and in order to inform improvement efforts.

Evaluation Data Sources: Title 1 Documentation

Strategy 1 Details	Reviews			
Strategy 1: Parent involvement opportunities will be provided to families at least once per month. Including, but not limited to grade level performances, Literacy Night, STEM Night, STAAR information sessions, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parent participation in school improvement efforts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - 211 Title I, Part A	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide parental support for understanding the Standards Based Grading and student growth expectations. Send out specific communication to parents during the 1st Nine Weeks regarding how to understand and interpret SBG. In addition to October Parent Conferences, grade level teachers will communication each 9 weeks to parents about student achievement and growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will feel more informed about their students' progress and growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Being a new campus we don't have many community partnerships. We need to increase our school-family connections.   **Root Cause**: We need more community partnerships and parent involvement.
Student Learning
Problem Statement 2: Parents struggle to understand Standards Based Grading and understanding their students' growth.   **Root Cause**: Need to provide more parental support for understanding the SBG and student growth expectations. Grade level communication per 9 weeks to parents about student achievement. Need more communication - not just on a report card.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.
Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 40% to 48% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Evaluation Data Sources: Critical Thinking data collection.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning at least three times per semester emphasizing instructional strategies in the critical thinking areas of asking questions and evaluating arguments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase critical thinking in every classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.51, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional walks will focus on observing, monitoring and providing feedback in the areas of asking questions and evaluating arguments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Critical thinking will increase in every classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.51, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Math will increase from 26% to 30% by June 2026.

The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Reading will increase from 30% to 34% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: June 2026 STAAR Scores

Strategy 1 Details			Reviews			
Strategy 1: Implement the "Strive for 5" instructional framework in all classrooms in order to orchestrate conversations that are responsive to students and challenge their thinking and language use.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will communicate about their learning and the objective of the lesson all throughout the lesson. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			Moderate Progress			

Strategy 2 Details				Reviews			
Strategy 2: Use formative assessment data tracking tool for priority TEKS to create individualized responses to that data for targeted reteach and classroom interventions. Classroom teachers and Interventionists provide additional academic support for students based on the data.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative assessment data is streamlined with a quick view for all teachers, interventionists, IC, and administrators to see. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 Title I, Part A				Some Progress			

Strategy 3 Details				Reviews			
Strategy 3: Implement a special education coteach model for students whom this would benefit.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Special education students will have greater access to the general education curriculum.				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Teachers - Modified **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 3				No Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Formative assessment data was not streamlined with a quick view for all teachers, interventionists, IC, and administrators to see.   **Root Cause**: Need standardized formative assessment trackers for priority standards per grade level.
Problem Statement 3: Special Education students are underperforming in both reading and math as compared to the total population.   **Root Cause**: SpEd students are being pulled out for services and need more access to the general education curriculum.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 3: By May 2026, the PLC Guiding Coalition will demonstrate measurable progress toward becoming a high-functioning team, as evidenced by meeting all criteria within the 'Developing' level of the Collaborative Culture with High-Performing Teams Continuum.

> **High Priority**

> **Evaluation Data Sources:** Collaborative Culture with High Performing Teams Continuum.

Strategy 1 Details	Reviews			
Strategy 1: Guiding Coalition will meet monthly with an agenda and learning objectives. These meetings will focus on:	**Formative**			**Summative**
Master schedule Intervention times	**Oct**	**Jan**	**Apr**	**June**

Vision/Mission statements
Schoolwide Four Critical Questions
Vertical alignment
Progression ladders
COMMON formative assessments
Create exemplar formatives
Scheduled and planned and input data
Explicit delivery and materials when giving formatives
PLC Expectations and Handbook
    Strategy's Expected Result/Impact: Hubbard Branch PLC's will be high functioning and purposeful.
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: By December 2025 collaborative teams will complete one full unit planning cycle that includes the backward design model, progression ladders, and team-developed common formative and summative assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	Moderate Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Leadership Team and Grade Level Leaders have a good understanding of the purpose and goals of a PLC, but other staff, such as Interventionists and some grade level teachers do not.   **Root Cause**: Guiding Coalition only met a few times this school year.

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 1: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Strategy 1 Details		Reviews			
Strategy 1: Campus leadership will facilitate and deliver professional development opportunities at least once per semester and show how it is connected to the BISD leadership definition. Opportunities will focus on campus and district initiatives, as well as needs appropriate to staff and students. This may include ESL Strategies, Critical Thinking, Emergent Tree, and Capturing Kids Hearts.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will be provided professional learning that will encourage professional growth and learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A		Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will complete 2 self-chosen professional development opportunities to attend during the school year.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will have some choice in their professional learning and feel valued and supported. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 1: Implement a Hope Squad team with trained students and advisors at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Evaluation Data Sources: Log and documentation of Hope Squad events.

Strategy 1 Details	Reviews			
Strategy 1: Counselor(s) will undergo training in order to lead the Hope Squad initiative, to be formed with trained students by October of 2025; Kindness Week events will be orchestrated, to take place in February of 2026.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become leaders of kindness and anti-bullying on campus. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Hope Squad will meet monthly to support their mission of connectivity amongst campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hope Squad will lead other students on campus in kindness and anti-bullying. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 2: Increase staff feeling like they belong at Hubbard Branch from 74% to 85%. Increase students feeling like they belong at Hubbard Branch from 60% to 75%.

Evaluation Data Sources: Survey data results.

Strategy 1 Details	Reviews			
Strategy 1: Implement Capturing Kids Hearts. Intentionally embed CKH rituals and routines into staff meetings and PLC's.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will build a culture of belonging. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title I, Part A	**Oct**	**Jan**	**Apr**	**June**
	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement monthly grade level student recognition rallies for Hawk of the Month, students meeting goals, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will be recognized for accomplishments each month. A sense of belonging will be built. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Apr**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Leadership team will do monthly staff pulse checks. Send out monthly staff survey. 1. On a scale of 1-10 how well do you feel connected to Hubbard Branch? 2. What is one actionable item we could consider implementing in order to move you closer to a 10?	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will feel valued and supported. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Strategic Staffing	Some Progress			

○ No Progress　◯ Accomplished　➡ Continue/Modify　✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 74% of Staff feel like they belong at Hubbard Branch. 60% of students feeling like they belong at Hubbard Branch. **Root Cause**: We were a brand new school this year establishing who we are.

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Key Progress Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Performance Objective 1: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

   Evaluation Data Sources: Percentage of teachers that qualify for Teacher Incentive Allotment by the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: Campus appraisers will calibrate T-TESS evaluations and classroom walkthroughs and feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus appraisers will be aligned and consistent on T-TESS ratings and feedback given to teachers.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Create a system for standardized procedures and protocols for administering benchmark assessments across all grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All grade levels administering benchmark assessments will have standardized procedures for administering.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in T-TESS rubric.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reducing variability between classrooms across campus.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Plan Notes

Our campus is committed to an evidence-based school improvement strategy centered on Intensive Curriculum & Instruction Improvements to significantly raise student outcomes and eliminate the D rating. The instructional core is built upon 168 instructional days utilizing high-quality, adopted curriculum materials, specifically SAVVAS, Fundations, and Go Math. The master schedule is designed to maximize time on task, allocating substantial instructional minutes for reading and math across grade levels: Kinder receives 125 minutes for reading and 85 minutes for math; 1st grade receives 145 minutes for reading and 85 minutes for math; 2nd grade receives 155 minutes for reading and 75 minutes for math; 3rd grade allocates 90 minutes for each subject; 4th grade allocates 110 minutes for each subject; and 5th grade receives 75 minutes for each subject. Additionally, each grade level receives 50 minutes of intervention time daily. Our four reading and math interventionists pull students who need tier 2/3 intervention while teachers work with flex groups on interventions in the classroom. This rigorous instruction is supported by a comprehensive assessment plan that includes continuous formative assessments, common assessments, and standardized screeners like STAR Ren and the curriculum-embedded SAVVAS assessments. The professional learning structure adheres to the Solution Tree PLC Model, featuring weekly one-hour PLC meetings and weekly team planning sessions, supplemented by extended planning periods each grading period for each grade level team. These collaborative teams are facilitated by Instructional Coaches, Team Leaders, and Administrators, and are required to consistently utilize the established PLC Protocol (4 Questions) to guide their work and ensure collective responsibility for student learning.

District and campus leaders will monitor the successful implementation of this plan through routine classroom observations aligned to our campus instructional playbook walkthrough, TTESS walkthroughs and observations, and analysis of student assessment data. The Campus Leadership Team will track fidelity of instructional practices, intervention implementation, Capturing Kids Hearts, and behavior systems using established protocols. Campus administrators provide coaching and feedback to staff based on observations. Progress is discussed and action steps are put in place based on patterns discovered during observations.

Should the Intensive Curriculum & Instruction Improvements fail to raise student outcomes sufficiently to remove the D rating within the designated cycle, the school system will immediately escalate to next level work through mandated, intensified interventions. This includes analyzing the master schedule and making adjustments to instructional minutes, intervention block, and transitions. Additionally, administrators would look at staffing and determine if adjustments need to be made with teaching staff positions. Simultaneously, the campus instructional coach will be supplemented providing weekly, one-on-one, in-class coaching for all core content teachers. Lesson plan expectations will be tightened requiring all teachers to tighten their lesson plans by embedding specific, high-leverage questioning and differentiated supports. Title 1 funds would be allocated to provide additional intervention resources and professional development.

The successful implementation of the Intensive Curriculum & Instruction Improvements requires a strategic reallocation of campus resources across time, funding, and staffing. **Time** was reallocated by dedicating substitute coverage funds to support frequent, embedded professional learning, coaching cycles, and collaborative planning sessions essential to the Solution Tree PLC model. The intervention block targets both math and reading, and the master schedule was adjusted to allocate 50 minutes of intervention. Additionally, funding is earmarked for critical non-recurring costs, such as initial **Capturing Kids Hearts training for new teachers** to establish consistent classroom culture, purchasing necessary **professional learning supplies**, securing targeted **intervention materials such as 95%**, and subscribing to high-quality **online intervention platforms** such as Freckle Reading and Freckle Math to support differentiated instruction and extended learning opportunities. Finally, existing **staffing**
roles, such as Instructional Coaches and Administrators, are being re-prioritized to serve as embedded facilitators and instructional leaders, ensuring a cohesive and fully supported shift in instructional practice. All three administrators received Get Better Faster Coaching.

By May of 2026, All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate will increase from 40% to 48%.

By May of 2026, All Grades Math Meets Grade Level or Above STAAR Performance rate will increase from 26% to 34%.

Belton Independent School District

South Belton Middle School

2025-2026 Campus Improvement Plan

Goals

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 1: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

    Evaluation Data Sources: List of community partnerships provided to district office.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen our partnership with Baylor Scott & White through the SBMS HOSA program by hosting a career exploration job fair by May 2026, ensuring all students are exposed to a wide range of professions within the Scott & White system.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: expand career exploration opportunities to all core content areas **Staff Responsible for Monitoring:** Principal, APs, ICs **ESF Levers:** Lever 3: Positive School Culture				
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Performance Objective 2: By May 2026, South Belton Middle School parent and student engagement will increase by 20% and SBMS will have at least one event a semester for under served sub-populations family groups

High Priority

Evaluation Data Sources: committees dedicated to planning each event, YAG school calendar, parent sign-in sheets and follow up surveys

Strategy 1 Details		Reviews			
Strategy 1: Send a monthly newsletter via ParentSquare and Facebook to communicate key campus events and updates.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will experience less information overload and benefit from more focused, streamlined communication, increasing clarity and engagement.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal APs					
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Establish Principal Advisory Groups for both parents and students to gather input, gain feedback, and identify areas for campus growth and improvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure parents and students feel heard, valued, and involved in shaping campus decisions and improvement efforts.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and APS					
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1					

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: High staff turnover, inconsistent behavior systems, and limited staff input have negatively impacted campus morale, leading to decreased trust, low sense of belonging, and reduced investment in school-wide goals.   **Root Cause**: The campus lacks consistent systems for staff recognition, shared decision-making, and accountability for behavior expectations, which has led to staff feeling undervalued and

Perceptions
Problem Statement 1: While SBMS communicates through multiple platforms, family engagement in academic support and school events remains low, particularly among economically disadvantaged and emergent bilingual families, limiting opportunities to build strong school-home partnerships   **Root Cause**: The school lacks targeted, culturally responsive outreach strategies and flexible engagement opportunities.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

    Evaluation Data Sources: Walkthroughs, lesson plans, survey data

Strategy 1 Details		Reviews		
Strategy 1: Use walkthrough data to inform critical thinking professional learning on implementing high quality questioning and argument analysis into daily instruction, monitored through classroom walkthroughs using the BISD Critical Thinking Rubric.		**Formative**		**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Enhance instructional rigor and strengthen students' critical thinking skills through intentional planning and engaging instructional practices.
    Staff Responsible for Monitoring: Principal, APs, ICs, PLCs
 	
    ESF Levers:
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: Student Learning 1					

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A large percentage of SBMS students are not meeting grade-level expectations, with 40% scoring Did Not Meet on STAAR Reading and over 65% of on-level students in grades 6-8 performing below expectations on interim assessments. Emergent Bilingual students have shown minimal gains over the last four years, indicating current instructional and intervention practices are not effectively closing gaps. **Root Cause**: Instructional planning is not consistently data-driven, and many teachers lack the training or support to effectively deliver differentiated instruction, embed interventions, or respond to real-time student needs.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: Increase the effectiveness and engagement of tier 1 instruction by prioritizing structured, high-impact classroom time. Focus will be placed on optimizing three key instuctional segments: opening, direct teach, and lesson closure.

Evaluation Data Sources: Walkthroughs, lesson plans, formative assessment data

Strategy 1 Details	Reviews			
Strategy 1: Improve the effectiveness and engagement of Tier 1 instruction and feedback by consistently using Strive for Five learning targets.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: All students will clearly understand lesson objectives and receive timely feedback, leading to more focused learning and stronger alignment with academic goals. Consistent implementation will promote structured, purposeful instruction across classrooms. **Staff Responsible for Monitoring:** Principal, APs, ICs, PLCs **ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Utilize research based strategies that support critical thinking for all learners emphasizing best practices for Emergent Bilingual students during instruction and prioritizing the opening, direct teach, and lesson closure.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhance instructional rigor and strengthen students' critical thinking skills through intentional planning and engaging instructional practices. **Staff Responsible for Monitoring:** Principal, APs, ICs, Collaborative teams **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: A large percentage of SBMS students are not meeting grade-level expectations, with 40% scoring Did Not Meet on STAAR Reading and over 65% of on-level students in grades 6-8 performing below expectations on interim assessments. Emergent Bilingual students have shown minimal gains over the last four years, indicating current instructional and intervention practices are not effectively closing gaps. **Root Cause**: Instructional planning is not consistently data-driven, and many teachers lack the training or support to effectively deliver differentiated instruction, embed interventions, or respond to real-time student needs.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 3: By May 2026, 100% of collaborative teams will follow a standardized planning and data protocols using an Instructional Playbook that focuses on intentional, high quality instruction aligned to the learning target.

High Priority

Evaluation Data Sources: Agendas, Walkthroughs, Utilization of Fierce Focus time

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide guiding coalition to support high-quality instruction through aligned collaborative teams, consistent data use, and evidence-based strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Establish campus-wide instructional consistency through aligned planning, shared expectations, and the implementation of high-impact practices across all classrooms. **Staff Responsible for Monitoring:** Principal, APs, IC, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Collaborative teams will complete two full unit planning cycles that includes the backward design model, progression ladders, and team-developed common formative and summative assessments before the end of the 2025-2026 school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instructional alignment, increased clarity of learning targets, and more effective use of assessments to drive instruction, resulting in greater consistency and student achievement across classrooms. **Staff Responsible for Monitoring:** Principal, APs, ICs. Teachers **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: By May 2026, compelling evidence will show that the guiding coalition has met all criteria within the 'Developing' level of the Collaborative Culture with High-Performing Teams Continuum.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: The guiding coalition will operate with shared norms, clear roles, and consistent collaboration, resulting in stronger alignment between PLCs and campus goals, improved staff teamwork, and early signs of instructional impact.
    Staff Responsible for Monitoring: Principal, APs, IC, Guiding coalition team members
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Student Learning 3				

⭕ No Progress	🟢 Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: A large percentage of SBMS students are not meeting grade-level expectations, with 40% scoring Did Not Meet on STAAR Reading and over 65% of on-level students in grades 6-8 performing below expectations on interim assessments. Emergent Bilingual students have shown minimal gains over the last four years, indicating current instructional and intervention practices are not effectively closing gaps.   **Root Cause**: Instructional planning is not consistently data-driven, and many teachers lack the training or support to effectively deliver differentiated instruction, embed interventions, or respond to real-time student needs.
Problem Statement 3: Instruction is inconsistent across classrooms due to limited use of data to guide planning, weak alignment to priority standards, and underdeveloped small-group instruction--resulting in gaps in student learning and low performance among key subgroups.   **Root Cause**: Teachers have not received sustained, job-embedded professional development on data-driven instruction or intervention planning, and PLC

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 4: Reduce the reliance on technology as a direct substitute for traditional teaching methods by 20% by the end of the academic year, shifting towards its use as an interactive learning resource that enhances critical thinking, collaboration, and student engagement.

    Evaluation Data Sources: Walkthroughs and lesson plans

Strategy 1 Details	Reviews			
Strategy 1: By the end of the academic year, walkthrough data will show reduction in the reliance of technology as a direct substitute for traditional instruction and increase its use as an interactive tool to promote critical thinking, collaboration, and student engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased student engagement and academic growth through purposeful instructional practices and the strategic use of interactive technology.
     Staff Responsible for Monitoring: Principal, APs, ICs
 	
     Problem Statements: Student Learning 4				

◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Although students and staff have access to technology, it is not consistently used to enhance instruction, personalize learning, or support intervention. As a result, opportunities to increase student engagement and close learning gaps through digital tools are underutilized. **Root Cause**: Teachers have received limited training and support on how to integrate technology effectively into daily instruction.

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 5: By May 2026, teachers will implement consistent, proactive classroom management strategies to increase student engagement and reduce off-task behaviors, as evidenced by a 10% decrease in classroom referrals and increased positive behavior data tracked through Safe and Civil Schools classroom CHAMPS expectations and campus-wide expectations aligned with Emergent Tree tools.

    High Priority

    Evaluation Data Sources: Discipline data and assessment data

Strategy 1 Details	Reviews			
Strategy 1: Deliver targeted professional development and coaching on high-impact classroom management strategies that promote student ownership, engagement, and a positive learning environment.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improves classroom culture, maximizes instructional time, and supports critical thinking by reducing disruptions and fostering safe, structured learning environments.
    Staff Responsible for Monitoring: Principal, APs, ICs
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Additional Targeted Support Strategy
    Problem Statements: Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Re-establish campus Groundworks team to set campus-wide expectations and implementation plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improves classroom culture, maximizes instructional time, and supports critical thinking by reducing disruptions and fostering safe, structured learning environments.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, APs, Groundworks team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Inconsistent classroom management of Tier 1 behaviors--such as off-task behavior, minor disruptions, and noncompliance--is leading to frequent instructional interruptions and an over reliance on administrative support, reducing time on task and impacting overall student learning.   **Root Cause**: Many teachers have not received adequate training, coaching, or support in proactive classroom management strategies, resulting in inconsistent expectations, routines, and responses to minor behaviors campus-wide.

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 1: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

    Evaluation Data Sources: Strive goal setting aligned with BISD leadership definition for TTESS

Strategy 1 Details				Reviews			
Strategy 1: Campus administrators will review Belton ISD's Leadership Definition with staff prior to TTESS goal setting, guiding alignment to student-centered practices, collaboration, and continuous growth. Progress will be monitored mid-year and end-of-year.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Staff will demonstrate growth in leadership qualities aligned to Belton ISD's definition, including student-centered practices, collaboration, and continuous improvement.
    Staff Responsible for Monitoring: Principal, ICs, APs
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
 - **Additional Targeted Support Strategy**							

Strategy 2 Details				Reviews			
Strategy 2: Provide targeted support to teachers with 0-3 years of experience through the New Teacher Cohort at least twice per grading period				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Enhance teacher confidence, effectiveness, and retention, resulting in improved student outcomes and a stronger, more cohesive instructional team.
    Staff Responsible for Monitoring: Principal, APs, IC
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: School Processes & Programs 2							

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: SBMS has strengthened internal communication through effective PLCs and clear campus systems, but consistent implementation of norms across classrooms remains a challenge, leading to inconsistent routines and expectations.   **Root Cause**: There is a lack of ongoing accountability, monitoring, and reinforcement to ensure all staff consistently implement schoolwide systems and norms with fidelity.

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

Performance Objective 2: During the 25-26 school year, leadership will develop a culture of value, support, and growth amongst staff, students, and parents by actively seeking feedback.

High Priority

Evaluation Data Sources: MOY/EOY surveys and listening sessions

Strategy 1 Details	Reviews			
Strategy 1: Host teacher listening sessions once every 9 weeks to gather feedback, address concerns, and strengthen staff voice in campus decision-making.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher morale, collaboration, and sense of voice in campus decisions. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: High staff turnover, inconsistent behavior systems, and limited staff input have negatively impacted campus morale, leading to decreased trust, low sense of belonging, and reduced investment in school-wide goals. **Root Cause**: The campus lacks consistent systems for staff recognition, shared decision-making, and accountability for behavior expectations, which has led to staff feeling undervalued and

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 1: Fully implement Hope Squad on campus by having an active team of trained students and an advisor, and hosting at least one Hope Squad event during the school year.

    Evaluation Data Sources: Counselor documentation, BTAT (Behavior Threat Assessment Team) reports, and feedback collected from students, staff, and parents

Strategy 1 Details	Reviews			
Strategy 1: Implement a phased model for launching Hope Squad across campus by providing training, support, and resources to campus advisors and student members. Ensure SBMS has an active Hope Squad and hosts at least one student led event by May 2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved mental health of students and staff
    Staff Responsible for Monitoring: Counselors, Administrators, teacher advisor
 	
    ESF Levers:
Lever 3: Positive School Culture				

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

Performance Objective 2: Throughout the 25-26 school year, the leadership team will develop a culture of value, support, and growth amongst staff and students by celebrating campus success.

Strategy 1 Details	Reviews			
Strategy 1: The leadership team will foster a culture of value and growth for staff and students by celebrating academic progress and campus successes through incentives for academics, behavior, and attendance, as well as recognition via social media and announcements.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased pride, motivation, and a strengthened school culture that encourages continuous improvement among students and staff. **Staff Responsible for Monitoring:** Principal, AP, ICs, Counselors, Teachers **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
◯ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Key Progress Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Performance Objective 1: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

    Evaluation Data Sources: TTESS and Assessment data

Strategy 1 Details		Reviews			
Strategy 1: Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in the T-TESS rubric.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Walkthrough data collected in Strive and observation feedback aligned to individual teacher needs and campus initiatives.
     Staff Responsible for Monitoring: Principal and APs
 	
     ESF Levers:
     Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
   - Additional Targeted Support Strategy
		Oct	**Jan**	**Apr**	**June**

      No Progress   Accomplished   Continue/Modify   Discontinue

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Use walkthrough data to inform critical thinking professional learning on implementing high quality questioning and argument analysis into daily instruction, monitored through classroom walkthroughs using the BISD Critical Thinking Rubric.
2	2	1	Improve the effectiveness and engagement of Tier 1 instruction and feedback by consistently using Strive for Five learning targets.
2	2	2	Utilize research based strategies that support critical thinking for all learners emphasizing best practices for Emergent Bilingual students during instruction and prioritizing the opening, direct teach, and lesson closure.
2	3	1	Implement a campus-wide guiding coalition to support high-quality instruction through aligned collaborative teams, consistent data use, and evidence-based strategies.
2	3	2	Collaborative teams will complete two full unit planning cycles that includes the backward design model, progression ladders, and team-developed common formative and summative assessments before the end of the 2025-2026 school year.
2	5	1	Deliver targeted professional development and coaching on high-impact classroom management strategies that promote student ownership, engagement, and a positive learning environment.
2	5	2	Re-establish campus Groundworks team to set campus-wide expectations and implementation plan.
3	1	1	Campus administrators will review Belton ISD's Leadership Definition with staff prior to TTESS goal setting, guiding alignment to student-centered practices, collaboration, and continuous growth. Progress will be monitored mid-year and end-of-year.
3	1	2	Provide targeted support to teachers with 0-3 years of experience through the New Teacher Cohort at least twice per grading period
5	1	1	Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in the T-TESS rubric.

Plan Notes

South Belton Middle School will implement an intensive curriculum and instruction improvement strategy to increase student achievement and remove the campus's ATS designation. The campus will utilize *Walk with a Purpose* in math and the district-created curriculum in reading, both fully aligned to TEKS and delivered through a consistent, research-based lesson cycle to ensure rigorous, high-quality instruction in every classroom. Students receive 50 minutes of daily instruction in each core content area over 168 instructional days. Teachers collaborate in daily 50-minute Professional Learning Community meetings facilitated by instructional coaches, where they plan instruction, analyze student data, and design targeted interventions and enrichment based on the four PLC guiding questions. Student progress is continuously monitored through common formative assessments, unit tests, district benchmarks, and summative assessments, with results used to refine instruction, inform reteach plans, and accelerate learning. This intentional alignment of curriculum, instruction, and assessment—supported by instructional coaching and collaborative data analysis—builds teacher capacity, strengthens instructional effectiveness, and ensures equitable, high-quality learning experiences that close performance gaps and improve outcomes for all student groups.

District and campus leaders will monitor the implementation of this plan through a systematic and ongoing process to ensure fidelity and effectiveness in improving student outcomes. Monitoring will include regular classroom observations, coaching and feedback cycles, and instructional walkthroughs conducted by campus and district administrators. Student progress will be reviewed through the consistent analysis of formative, benchmark, and summative assessment data to evaluate the impact of instructional practices on student learning. The campus leadership team will actively participate in Professional Learning Community (PLC) meetings to ensure alignment between instruction, curriculum, and assessment, and to verify that teachers are effectively using data to inform instruction. Additionally, campus administrators will engage in 1:1 data meetings with teachers to review student performance, set goals, and determine next steps for intervention or enrichment. The leadership team will also calibrate observation and feedback practices weekly to maintain consistency and reliability in monitoring instructional quality. Through these structures, district and campus leaders will ensure that the plan is implemented with fidelity and instructional practices are continuously improved.

If the plan is not successfully implemented, district and campus leaders will immediately initiate a corrective action process to restore fidelity and accelerate improvement. The principal, in collaboration with district curriculum and instruction staff, will develop a targeted corrective action plan identifying root causes, specific interventions, responsible parties, and timelines. Monitoring structures will intensify to include increased classroom observations, coaching cycles, and weekly PLC reviews with documented agendas, minutes, and student data analyses. Instructional coaches and district content coordinators will provide direct, job-embedded support such as model lessons, co-teaching, and standards alignment checks. Resources and schedules may be adjusted to prioritize intervention time, small-group tutoring, and targeted professional development on TEKS rigor and data-driven instruction.

To ensure successful implementation, South Belton Middle School will strategically reallocate time, funding, and staffing to strengthen instruction and student support. The master schedule prioritizes daily 50-minute PLCs dedicated to collaborative planning, data analysis, and instructional alignment. Campus and district funds will be redirected to provide CHAMPS classroom management training through Safe and Civil Schools, Lead4Ward professional learning to enhance instructional rigor and alignment, and Freckle Math and Reading platforms to deliver targeted, adaptive intervention for struggling students. Paraprofessionals and substitutes will be utilized to provide classroom coverage during intervention planning and professional learning sessions. These intentional reallocations ensure that all campus resources—time, people, and funding—are aligned to improving instructional quality, promoting teacher growth, and increasing student achievement across all content areas.

By the end of the 2025–2026 school year, South Belton Middle School will increase the percentage of students in all grades achieving *Meets Grade Level or Above* on the ELA/Reading STAAR assessment from 39% to 47%, representing an 8% increase.

By the end of the 2025–2026 school year, South Belton Middle School will increase the percentage of students in all grades achieving *Meets Grade Level or Above* on the Math STAAR assessment from 27% to 35%, representing an 8% increase.