
Action: School Improvement Plans Including Southwest Elementary Turn Around Plan

BELTON ISD BOARD OF TRUSTEES
REGULAR BOARD MEETING
November 17, 2025



Purpose

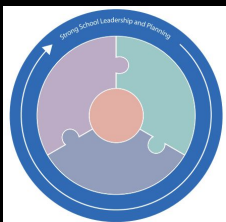


Consider, Discuss, and Take Appropriate Action Regarding School Improvement Plans including the Southwest Elementary Turn Around Plan.

School Improvement

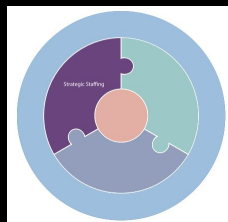
School	2024-2025	Identification
Southwest	59 - F	Turnaround Plan
Chisholm Trail	68 - D	Local Improvement Plan
High Point	69 - D	Local Improvement Plan
Hubbard Branch	68 - D	Local Improvement Plan
South Belton MS	60 - D	Local Improvement Plan

CTE, HPE, HBE, & SBMS



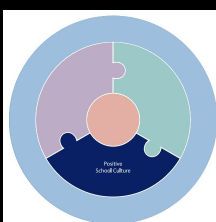
Lever 1

Strong School Leadership and Planning



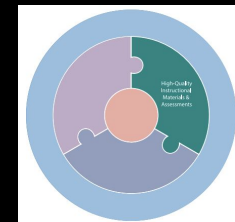
Lever 2

Strategic Staffing



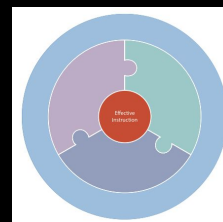
Lever 3

Positive School Culture



Lever 4

High Quality Instructional Materials and Assessment



Lever 5

Effective Instruction

Local Improvement Plans

- Alignment to Effective Schools Framework
- Evidence-based strategies with implementation plans
- Monitoring and adjustment plans including resources
- Student performance goals

Plan Notes

The campus will execute on Instructional Curriculum & Instruction Improvement strategy focused on maximizing instructional time and collaborative practice over 100 instructional days. Core curriculum resources include SAYVAH and Foundations for ELAR, and Go Math for mathematics. Daily instructional minutes are meticulously allocated by grade level (e.g., Kindergarten receives 180 minutes for ELAR and 90 for Math, while 3rd grade has 180 minutes for ELAR and 80 for Math), and dedicated time is scheduled for interventions ranging from 20 minutes in K-2 to 40 minutes in grades 3-5. This intensive instruction is supported by a robust assessment plan utilizing screener (beginning, middle, end), full-spring benchmarks, and common formative and summative assessments. Continuous improvement is driven by the Substantive 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 Instructional Curriculum & Instruction Improvements plan through a multi-faceted monitoring system anchored in the PLC structure and assessment data. The instructional coach, who facilitates the bi-weekly 45-minute PLC meetings, will serve as the primary reviewer 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 collaboratively planning targeted interventions. Furthermore, leaders will create teacher observation opportunities, will thoroughly analyze 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 full-spring benchmarks will provide the high-level evidence of the plan's impact, allowing leaders to adjust resources and professional development to support emerging needs or current 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 ensure a tighter monitoring role, moving teams beyond mere data discussion to conducting deep root-cause analysis of common formative assessment results to prepare the exact only inhibit student mastery. Concurrently, the campus will undertake a master schedule revision to secure explicit intervention times and protect high-leverage Tier 1 instructional blocks from interruption. To ensure optimal teaching quality, leaders will strategically review teacher strategies and implement strategic teacher planning to align and optimize the 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 Instructional Curriculum & Instruction Improvement strategy requires a strategic reallocation of financial and human capital to directly support instructional demands and collaborative structures. Key resource shifts include adopting the Flexible 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 monthly 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 need of its student population by securing additional specialist education staffing, ensuring the 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 48% to 54%.

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

Discussion

