
Goal 2 Update - Academic Progress

BELTON ISD BOARD OF TRUSTEES

Board Workshop
October 20, 2025



Purpose



To engage in a workshop discussion with the Board of Trustees about progress toward improving academic outcomes for each and every learner.

Focus Areas



Data Informed Decisions & Assessment Literacy

Balanced Assessment
Assessment Literacy



Empowering Educators & Curriculum Excellence

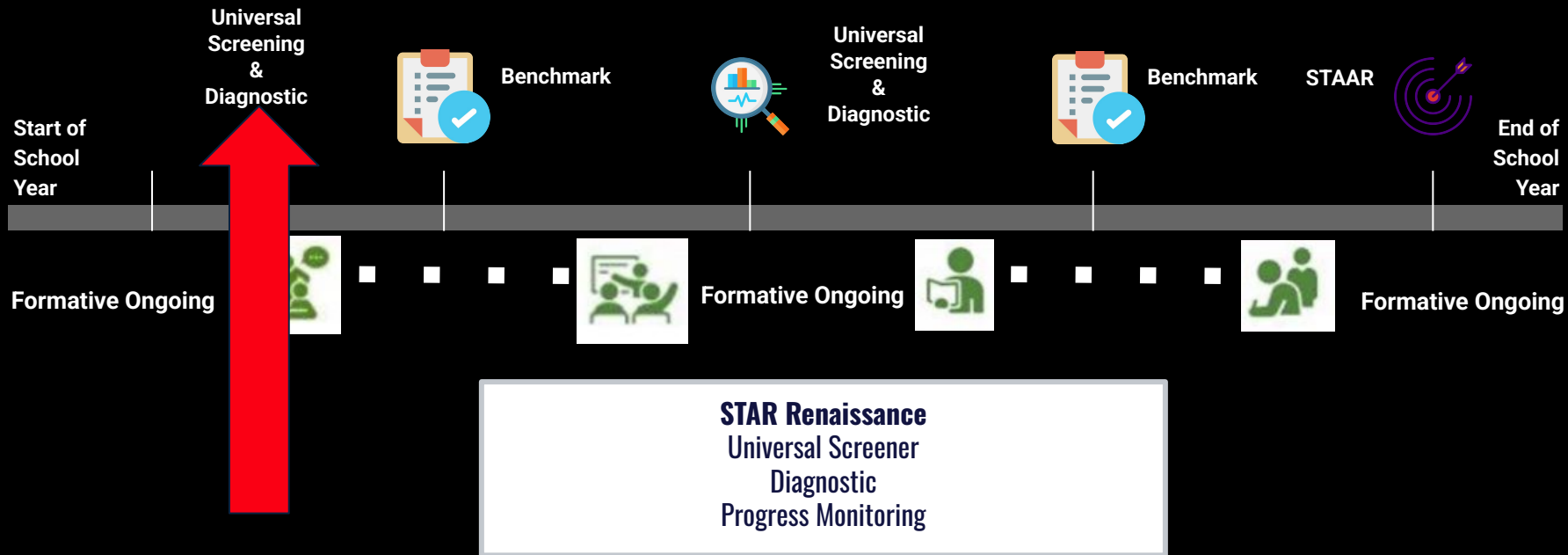
Curriculum Embedded Supports
Content Specific PLCs
Instructional Strategies



Fostering Student Growth & Achievement

High leverage needs aligned strategies
Tiered Support Systems

Assessment



HB3 Update



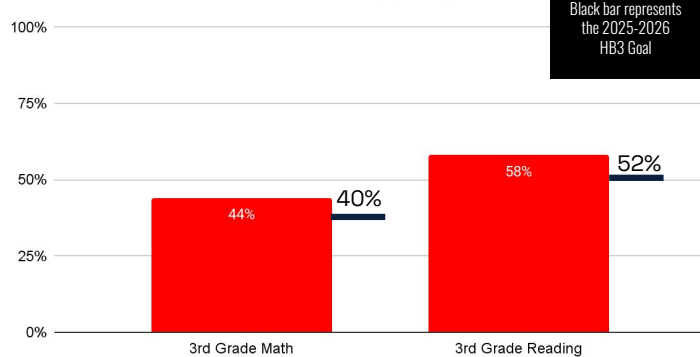
Reading

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% (2025) to 52% by June 2026.

Math

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% (2025) to 40% by June 2026.

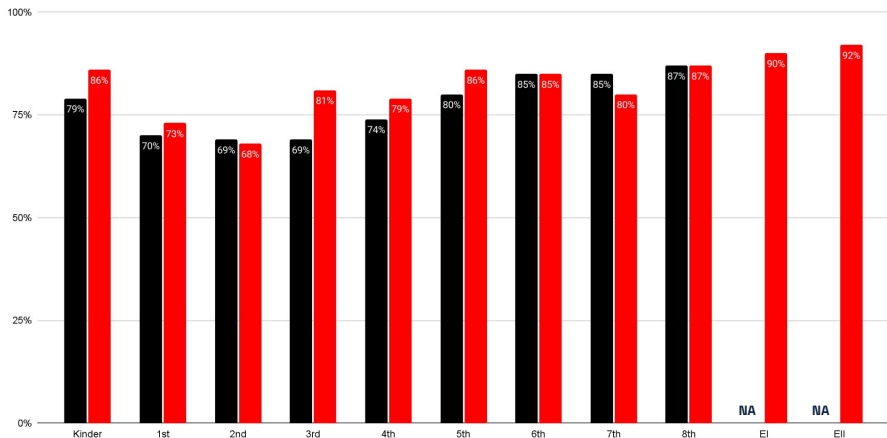
2025-2026 HB3 Progress Monitoring Meets & Above
BOY Star Renaissance



Reading Screening

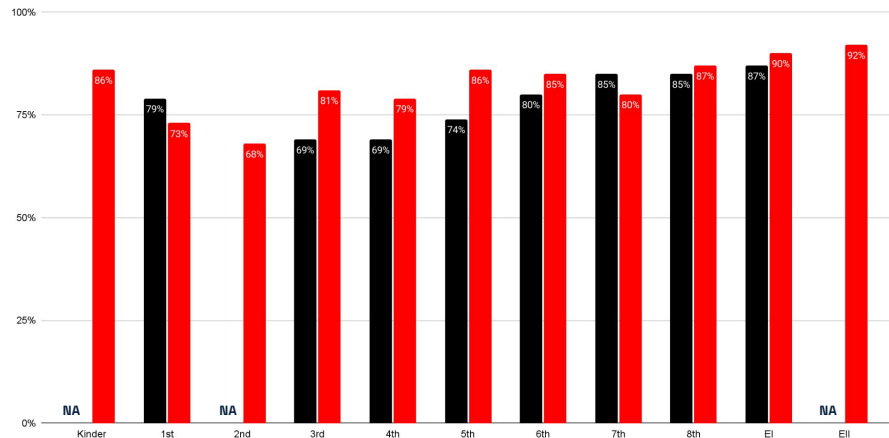
Reading Approaches & Above 24-25 BOY Renaissance Compared to 25-26 BOY Renaissance
Year over Year (Not Cohort Data)

■ 2024-2025 BOY ■ 2025-2026 BOY



Reading Approaches & Above 24-25 BOY Renaissance Compared to 25-26 BOY Renaissance
Cohort Data

■ 2024-2025 BOY ■ 2025-2026 BOY



AREAS OF FOCUS NEEDED

7th beginning of year lower by 4+

1st and 7th cohort show summer regression

Positive growth at approaches and above most grade levels

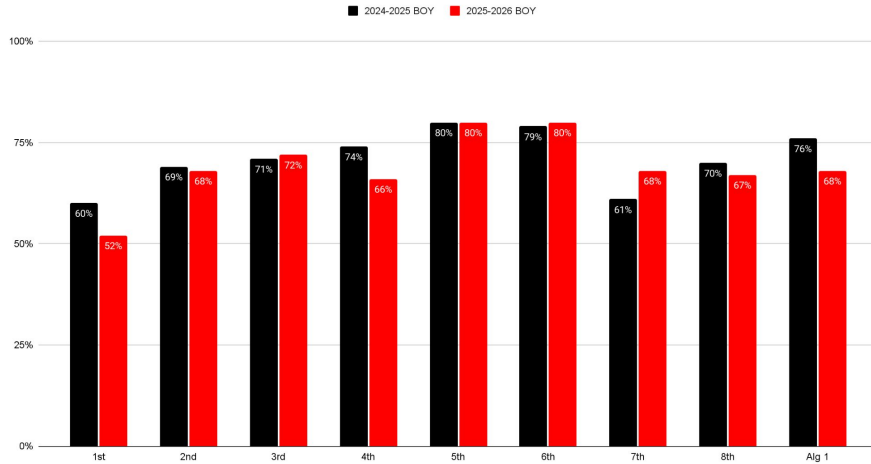
*Data Source: 2024-2025 BOY Renaissance and 2025-2026 BOY Renaissance Data

*Note: EI and EII did not test BOY in 2024-2025

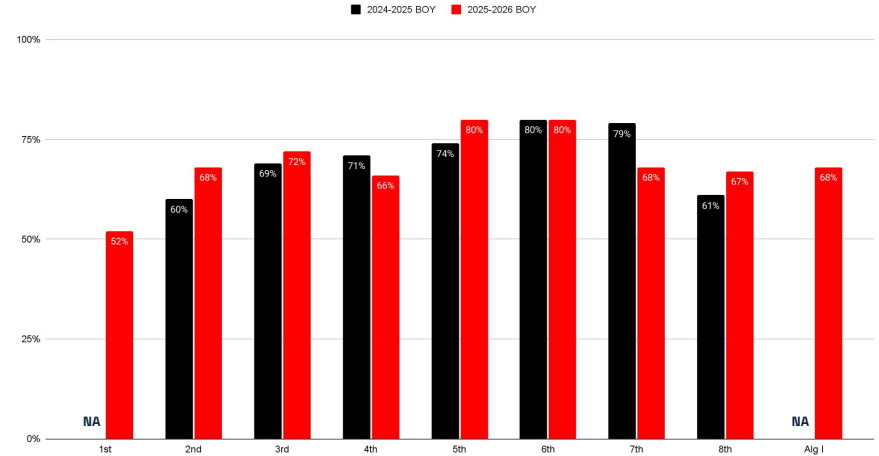
*Note: 2nd grade takes a different screener, so cohort data begins in 3rd

Math Screening

Math Approaches & Above 24-25 BOY Renaissance Compared to 25-26 BOY Renaissance
Year over Year (Not Cohort Data)



Math Approaches & Above 24-25 BOY Renaissance Compared to 25-26 BOY Renaissance
Cohort Data



AREAS OF FOCUS NEEDED

1st, 4th, & Alg 1 beginning of year lower by 4+
4th and 7th cohort showing summer regression
2nd, 5th, & 8th grade cohort showing 4+ gains

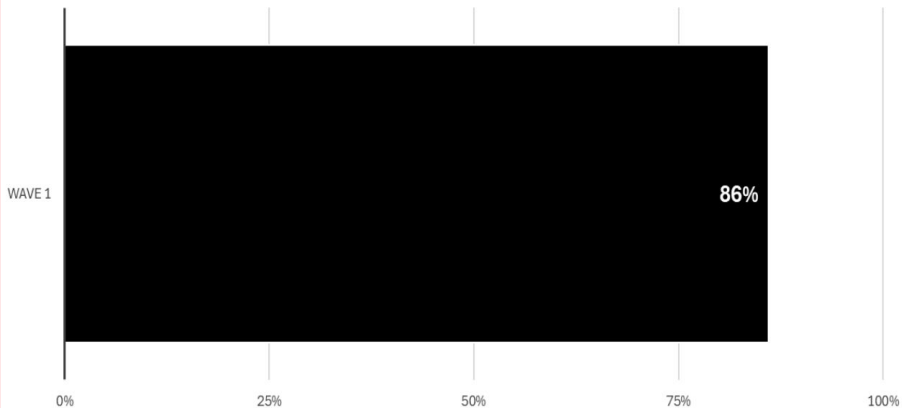
*Data Source: 2024-2025 EOY Renaissance Data and 2025-2026 BOY Renaissance Data

*Note: 1st grade took a different screener in kindergarten (Renaissance Early Literacy)

*Note: Algebra 1 in 25-26 are a different set of students testing, since some current 9th graders are in Geometry

Critical Thinking Data

2 or More Critical Thinking Elements Observed
Belton ISD



Critical Thinking Rubric

Elements	Student Evidence	Teacher Evidence
Asking questions	Students ask probing, insightful questions that demonstrate a deep understanding of the topic and a desire to learn more. Students engage in conversations that probe for deeper meaning.	The teacher facilitates discussion by asking open-ended questions with appropriate wait time to encourage conversation, active learning and push students to probe for deeper meaning.
Analyzing information	Students analyze information from a variety of sources, identifying strengths and weaknesses, biases, and assumptions.	The teacher creates opportunities for students to analyze information from a variety of sources and models how to identify strengths and weaknesses, biases, and assumptions in information.
Evaluating arguments	Students carefully evaluate arguments, considering different perspectives and weighing evidence fairly.	The teacher provides students with opportunities to evaluate arguments from different perspectives, and models how to weigh evidence fairly.
Drawing conclusions	Students interpret information and draw well-supported conclusions based on the analysis of evidence.	The teacher provides students with opportunities to interpret information and draw conclusions based on the analysis of evidence and models how to support their conclusions.
Communicating ideas	Students clearly and concisely communicate their ideas in a way that is effective and easy to understand. Their writing or speech is well-organized and logical, and they use evidence to support their claims.	The teacher creates a safe environment and provides students with opportunities to communicate their ideas in an effective way, and models how to use evidence to support their claims.

[Google Form Tool](#) (can also be completed using phone for ease of use)

Overall Assessment

3	Observed
2	Some evidence is observed
1	Not observed

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 Guide by May of 2026.

Focused Response

Curriculum & Instruction

- Formative assessments
- Tracking of student mastery
- Curriculum vs instructional effectiveness
- Content specific professional learning communities

Leadership & Planning

- Teacher observation and feedback cycles
- Responsive professional learning communities

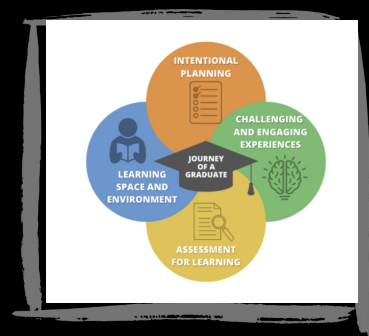
Data Informed Instruction

- Leadership lead data response meetings
- Multi-tiered systems of support
- Individual student growth monitoring in enrichment and intervention

Differentiated Support

- Centralized supports deployed based on need
- Needs aligned professional learning

Curriculum & Instructional Design



Intentional Planning Tool

1 What do we want students to know?

Big Picture

Why is this unit important?

Why does it matter?

- Big Idea
- Essential Question(s)
- Journey of a Graduate

Standards

What standards are being taught?

What are the priority standards for the unit?

How have these standards been tested in the past?

What do we want students to know (content) and be able to do (skills)?

Prior Knowledge

What should students already know?

What information do we have to show what students already know?

What implication does this data have on instruction?

2 How will we know if students learned it?

Alignment

Are all assessments aligned to standards in both content and rigor?

Summative Assessment

What summative assessment(s) will students experience?

What evidence will the teacher acquire to know students are working toward mastery of the standards?

When / How can students choose to demonstrate mastery of skills?

Formative Assessments

How will you measure mastery of the learning target(s) (describe student task)?

Can students demonstrate their knowledge in a variety of ways?

How will you provide feedback regarding progress?

3 What is the Learning Plan?

Instructional Strategies

How do I structure my instructional minutes?

Am I promoting curiosity, critical thinking, and/or perseverance?

Is this strategy moving from teacher-centered to student-centered?

How can I clearly demonstrate how to work towards mastery for the standards?

How can I model mastery?

Learning Tasks

Are tasks aligned to the standard?

Are tasks student-centered to encourage collaborative work?

Is there ample time for student discovery and independent practice?

Do tasks provide opportunity for communication (oral and written)?

Do tasks provide student choice?

What Journey of a Graduate competencies are connected to the learning task?

What is Our Response?

Did Students Learn it?

How can students apply their knowledge to a new situation?

How can students deepen their learning of a standard?

Are students struggling?

How will we reteach?

- Whole group?
- Small group?
- Individual?

When will we reteach?

- Before moving on?
- Spontaneous?

How will we know if it worked?

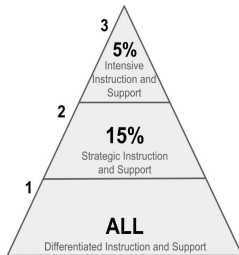
3rd Grade	1st Nine Weeks										
Assessment	8/25-9/19 BOY Star Reading 8/25-9/19 BOY Star Math					9/24-10/3 Emergent Tree					
Week #	1	2	3	4	5	6	7	8	9	1	2
Days	Aug. 12-15	Aug. 18-22	Aug. 25-29	Sept. 2-5	Sept. 8-12	Sept. 15-19	Sept. 22-26	Sept. 29-Oct. 3	Oct. 6-8	Oct. 14-17	Oct. 20-24
Inst Minute Guidance											
3rd Grade Math (Year At A Glance)	Numbers to 100,000 Procedures and Community Building			Addition & Subtraction with Bar Models				Multiplication			
3rd Grade Science (Year-at-a-Glance)	Matter & Its Properties								Earth & Space Science		
3rd Grade Social Studies (Year At A Glance)	Geography										
3rd Grade ELAR (Year At A Glance)	Building a Literacy Community: Creating a Culture of Reading & Writing			Exploring Environments Through Reading and Writing							
3rd Grade SLAR (Year At A Glance) K-5 SLAR Priority Stds	Lanzando el taller de lectoescritura			Entornos: Explorando los entornos a través de la lectura y la escritura							

Multi-Tiered Responses

Belton ISD Multi-Tier System of Support Guiding Document

BELTON ISD MTSS Definition:

MTSS is a shared commitment to the growth of each and every student. It is a multi-tiered system of support that is collaborative, data-driven, and intentional. Staff have a collective responsibility to meet the individual needs of each and every student. A fluid system addresses the academic, behavioral, and social/emotional needs of students. This allows for movement among tiers based on the individual needs of a student.



Vision Statement:

BISD will provide a responsive system across the district to help campuses collaborate and communicate student needs and differentiate support for the growth of each and every student.

Supporting Beliefs:

- The appropriate level of support will meet the unique needs of each and every student.
- Instructional needs are identified through the use of assessments, screeners and anecdotal notes.
- Staff will regularly schedule time to collaborate around student data, intentional planning, and progress monitoring for continuous improvement.
- Students are supported in all tiers with evidence based strategies and resources that are used with fidelity and monitored for effectiveness.

		7:40	7:45	7:55	8:05	8:10	8:15	8:20	8:25	8:30	8:35	8:40	8:45	8:50	8:55	9:00	9:05	9:10	9:15	9:20	9:25	9:30	9:35	9:40	9:45	9:50	9:55	10:00	10:05	10:10	10:15	10:20	10:25	10:30
Kindergarten	ALL	Connections	Math Workshop	Flex Time	Math Workshop	Science Social Studies			Recess	RR																								
1st Grade		Connections	Reading Workshop Word Study			Flex Time	Recess	Writing Workshop			RR																							
		Connections	Math Workshop			Flex Time	Recess	Science			RR																							
2nd Grade		Connections	Flex Time	RR	SPECIALS			Reading Workshop Word Study																										
		Connections	Flex Time	RR	SPECIALS			Math Workshop																										
3rd Grade		Connections	Reading Workshop Word Study			Flex Time	Writing Workshop																											
		Connections	Math Workshop			Flex Time	Science																											
4th Grade		Connections	Writing Workshop			Reading Workshop Word Study			Flex Time	Recess																								
		Connections	Science			Math Workshop			Flex Time	Recess																								

Student Last Name	Student First Name	24-25 STAAR	All Learning Standards			
			4.5.B [R]	4.8.A [S]	4.8.B [S]	4.8.C [R]
XXXX	XXXXXX	Approaches				
XXXX	XXXXXX	Approaches	40%	100%	100%	100%
XXXX	XXXXXX	Approaches	80%	50%	100%	67%
XXXX	XXXXXX	Meets	100%	100%	100%	33%
XXXX	XXXXXX	Meets	100%	50%	100%	67%
XXXX	XXXXXX	DNM L	80%	100%	100%	67%
XXXX	XXXXXX	DNM H	80%	50%	100%	100%
XXXX	XXXXXX	Approaches	100%	100%	100%	33%
XXXX	XXXXXX	DNM H	100%	0%	100%	100%
XXXX	XXXXXX	Approaches				

Leadership & Planning



The Principal Playbook:



1:1 Coaching:

Personalized coaching provides principals with dedicated support to reflect on leadership practices, strengthen instructional supervision, monitor student progress, improve campus culture, and navigate challenges impacting their effectiveness and well-being.

Instructional Leadership Learning:

Focused learning sessions build principal capacity in instructional leadership by deepening knowledge of effective teaching practices, data analysis, and strategies that directly impact classroom instruction and student achievement.

Small Groups:

Collaborative group sessions offer targeted support through level-alike meetings, new principal onboarding, high-needs campus cohorts, and site visits—fostering shared learning, problem-solving, and leadership growth through peer collaboration.

Lunch & Learns:

Live, online sessions provide timely, focused updates on curriculum, instruction, and assessment, equipping principals with the information and tools needed to lead academic priorities with clarity and confidence.

Discussion

