



Agenda of Workshop Meeting

The Board of Trustees Belton Independent School District

A Workshop Meeting of the Board of Trustees of Belton Independent School District will be held October 20, 2025, beginning at 5:00 PM in the Dragon Room, 400 N. Wall Street, Belton, TX 76513. One or more trustees may participate via video conference.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on the meeting notice.

- 1. Call to Order**
- 2. Public Comments**
- 3. Board Workshop:**
 - A. Goal 2 Update - Academic Progress
- 4. Adjourn**

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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

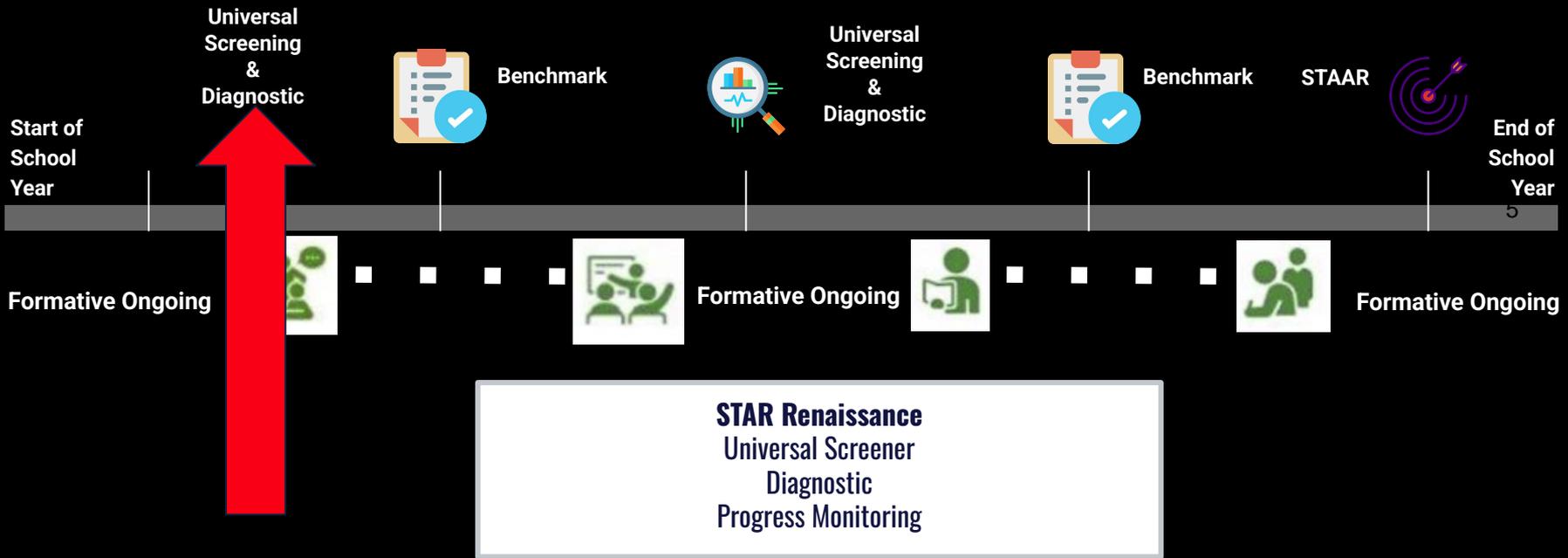
Curriculum Embedded Supports
Content Specific PLCs
Instructional Strategies



Fostering Student Growth & Achievement

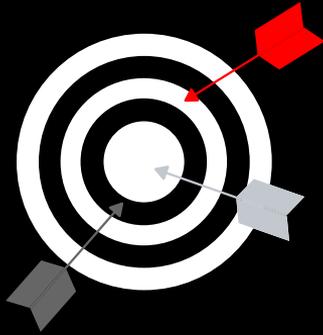
High leverage needs aligned strategies
Tiered Support Systems

Assessment



*Data Source: 2025-2026 BOY Renaissance Data

HB3 Update



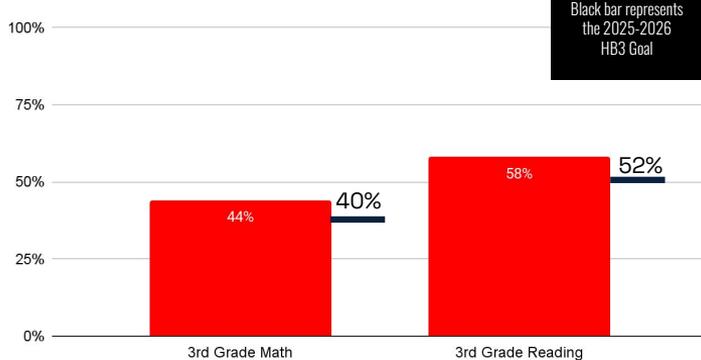
Reading

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

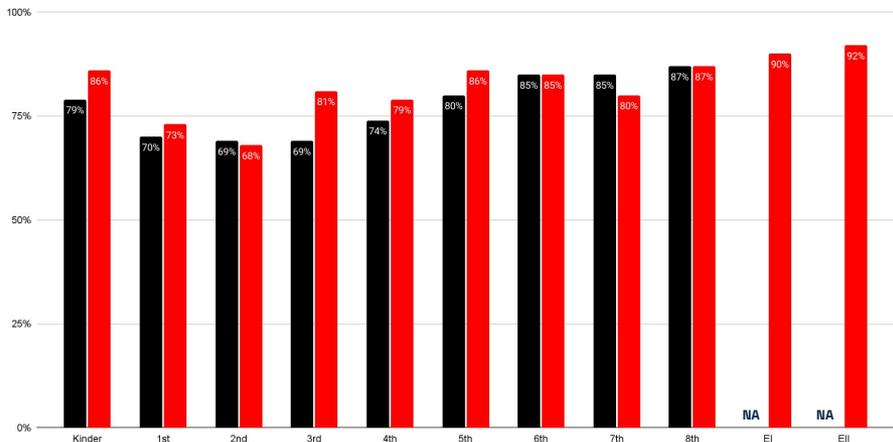


*Black bar represents the 2025-2026 HB3 Goal
*Data Source: 2025-2026 BOY Renaissance Data

Reading Screening

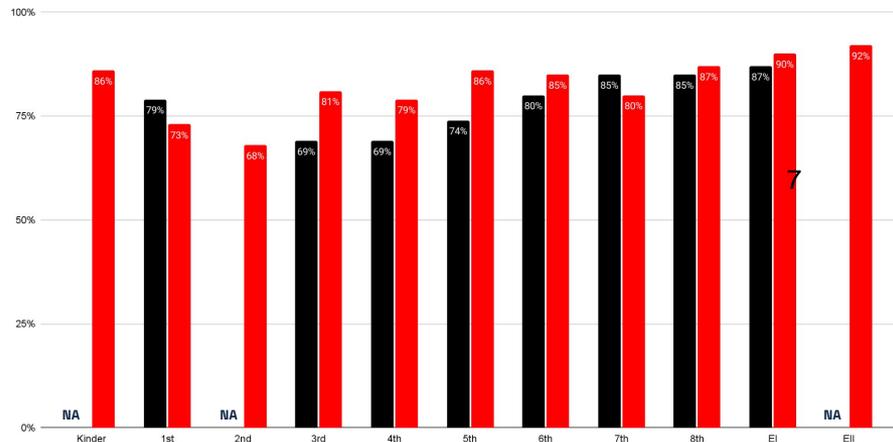
Reading Approaches & Above 24-25 BOY Renaissance Compared to 25-26 BOY Renaissance Year over Year (Not Cohort Data)

■ 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

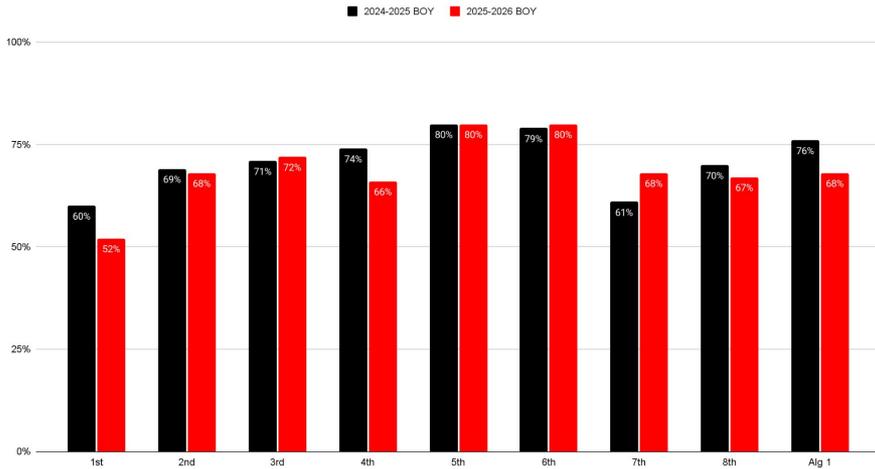


AREAS OF FOCUS NEEDED
 7th beginning of year lower by 4+
 1st and 7th cohort show summer regression
 Positive growth at approaches and above most grade levels

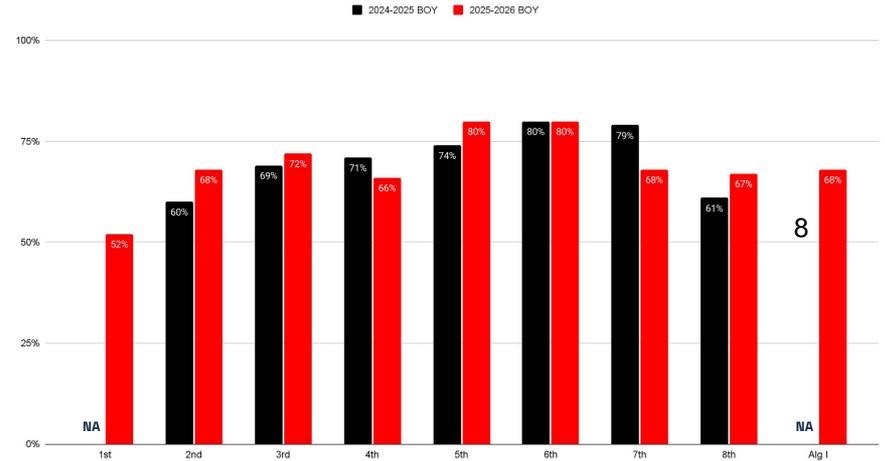
*Data Source: 2024-2025 BOY Renaissance and 2025-2026 BOY Renaissance Data
 *Note: EI and ELL did not test BOY in 2024-2025
 *Note: 2nd grade takes a different screener, so cohort data begins in 3rd

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

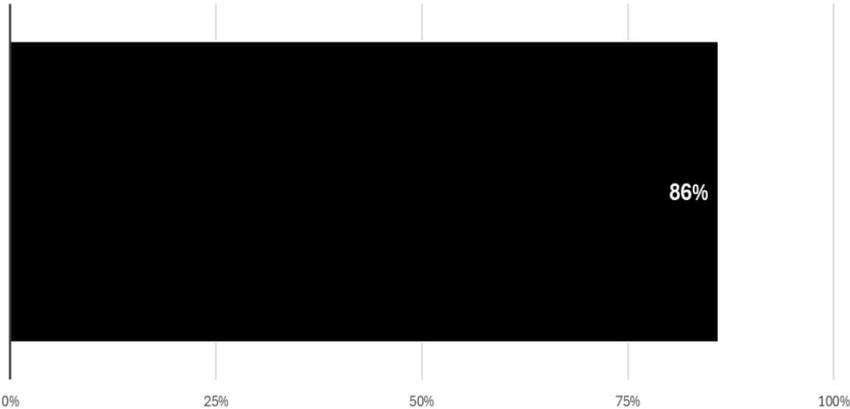
*Note: 1st grade took a different screener in kindergarten (Renaissance Early Literacy)

*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

WAVE 1



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

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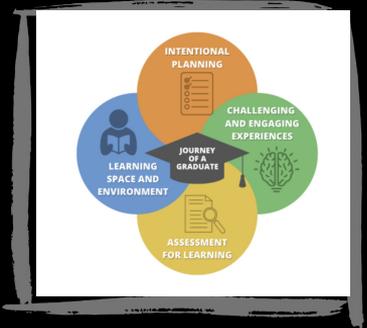
Data Informed Instruction

- 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	Standards	Prior Knowledge
<p>Why is this unit important?</p> <p>Why does it matter?</p> <ul style="list-style-type: none"> Big Idea Essential Question(s) Journey of a Graduate 	<p>What standards are being taught?</p> <p>What are the priority standards for the unit?</p> <p>How have these standards been tested in the past?</p> <p>What do we want students to know (content), and be able to do (skill)?</p>	<p>What should students already know?</p> <p>What information do we have to show what students already know?</p> <p>What implication does this data have on instruction?</p>

2 How will we know if students learned it?

Alignment	Summative Assessment	Formative Assessments
<p>Are all assessments aligned to standards in both content and rigor?</p>	<p>What summative assessment(s) will students experience?</p> <p>What evidence will the teacher acquire to know students are working toward mastery of the standards?</p> <p>When / How can students choose to demonstrate mastery of skill?</p>	<p>How will you measure mastery of the learning target? (describe student task)</p> <p>Can students demonstrate their knowledge in a variety of ways?</p> <p>How will you provide feedback regarding progress?</p>

3 What is the Learning Plan? ↔ What is Our Response?

Instructional Strategies	Learning Tasks	Did Students Learn it?	Are students struggling?
<p>How do I structure my instructional minutes?</p> <p>Am I promoting curiosity, critical thinking, and/or perseverance?</p> <p>Is this strategy moving from teacher-centered to student-centered?</p> <p>How can I clearly demonstrate how to work towards mastery for the standards?</p> <p>How can I model mastery?</p>	<p>Are tasks aligned to the standards?</p> <p>Are tasks student-centered to encourage collaborative work?</p> <p>Is there ample time for student discovery and independent practice?</p> <p>Do tasks provide opportunity for communication (oral and written)?</p> <p>Do tasks provide student choice?</p> <p>What Journey of a Graduate competencies are connected to the learning task?</p>	<p>How can students apply their knowledge to a new context?</p> <p>How can students deepen their learning of a standard?</p>	<p>How will we reteach?</p> <ul style="list-style-type: none"> Whole group? Small group? Individual? <p>When will we reteach?</p> <ul style="list-style-type: none"> Before moving on? Spontaneous? <p>How will we know if it worked?</p>

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											
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								

Curriculum & Instructional Design

Elementary Academic Instructional Minutes Guidance

Daily Schedule: 7:35 - 3:05

Total daily minutes - 450 minutes

- Core Academics instructional minutes - 315 minutes
- Non-Core Academic Time - 135 minutes
 - PE/Specials - 50 min
 - Recess/Transitions - 30 minutes
 - Lunch - 30 min
 - SEL - 15 min
 - Dismissal - 10 min

Elementary Instructional Minute Recommendations

Grade 3-5 Recommendations Self-Contained

Third-Fourth Grade	Fifth Grade
315 Core Academic Minutes	315 Core Academic Minutes
140 English RLA	120 English RLA
85 Mathematics	85 Mathematics
55 Science	55 Science
25 Social Studies	45 Social Studies
30 Intervention/Flex Time*	30 Intervention/Flex Time*
Other Minutes (135)	Other Minutes (135)
30 Lunch	30 Lunch
30 Recess	30 Recess

The collage displays several curriculum pages from BELTON ISD. Visible documents include:

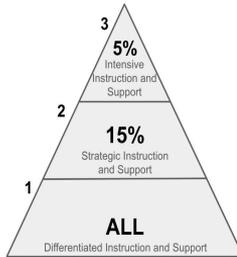
- American Revolution (4 Weeks):** Unit Overview: How do people react when they believe their voice is not being heard? We investigate both sides of this question in the context of the American Revolution and discover that the results are not always what either side intends!
- Force, Motion and Energy (31 Days):** Unit Overview: Students investigate forces, including friction, gravity, and magnetism, to observe their effects on objects. They differentiate between mechanical energy.
- The Individual and Society + Text-Based Response (7 Weeks):** Unit Overview: Our English II class society. Student opportunity for...
- Multiplication & Division (8 Weeks (35 days)):** Unit Overview: Mathematicians will continue to deepen their understanding of multiplication and division by using a variety of strategies and the algorithm to determine a product or quotient of a problem. Learners will use these strategies to estimate and solve multistep word problems with fluency and accuracy.

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	7:50	7:55	8:00	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

