



## **Agenda of Regular Meeting**

### **The Board of Trustees Belton Independent School District**

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A Regular Meeting of the Board of Trustees of Belton Independent School District will be held November 17, 2025, beginning at 6:15 PM in the Pittenger Fine Arts Center, 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, Moment of Silence and Pledge of Allegiance**
- 2. Recognitions** **4**
  - A. Student Pledges - High Point Elementary School
  - B. Student Showcase - Belton High School Phlebotomy
  - C. Special Olympics Bowling
  - D. National Merit Commended Scholars
  - E. Marching Band State Qualifier
  - F. CTE District of Distinction
  - G. FIRST, ASBO & GFOA Finance Department Awards
  - H. Temple Rotary Educator of the Month 9
  - I. Department Showcase - Health Services
  - J. Community Partner Recognition - Baylor Scott & White Healthcare

K. Special Recognition - High Point Elementary	
<b>3. Public Comments Regarding Items on the Agenda</b>	
<b>4. Public Hearing</b>	
A. Public Hearing Regarding Southwest Elementary Turn Around Plan	11
<b>5. Action Items</b>	
A. Consider, Discuss and Take Appropriate Action Regarding School Improvement Plans Including the Southwest Elementary Turn Around Plan	21
B. Consider, Discuss, and Take Appropriate Action Regarding the Teacher Incentive Allotment Spending Plan	122
<b>6. Reports</b>	
A. Goal 1 Report: Strategic Partnerships	131
B. Board Committee Reports	
1. Policy Committee	
2. Budget Committee	
3. Facilities Committee	
C. Superintendent's Report	138
D. Board Highlights	
<b>7. Consent Agenda: Consider and Take Appropriate Action</b>	
A. Minutes of Previous Meetings:	
1. October 20, 2025 - Workshop Meeting	145
2. October 20, 2025 - Regular Meeting	146
B. Unaudited Financial Report for the Month Ending October 31, 2025	152
C. Gifts, Grants, and Bequests	177
D. Budget Amendment #2 for 2025-2026	179
E. Expenditures over \$50,000	181
1. Renewal of Blackswan Cybersecurity for Sentry Managed Security Services	
2. Renewal of Unite Private Network LLC Segra for Wide Area Network	

3. Renewal of Cybernut Inc. for Cybersecurity	
4. Longhorn Bus Sales for New Buses 2022 Bond Project	
F. Supply, Equipment, and Service Bids	
1. RFP #2509-675-395 Kitchen Repairs and Services	183
2. RFP #2509-675-396 Kitchen Equipment	185
G. Learning Acceleration Support Opportunities (LASO) Grant Application	187
H. Resolution Regarding Votes Cast to Elect Directors for the Tax Appraisal District of Bell County for the Year 2026	196
I. Selection of Construction Delivery Method for Joe M. Pirtle Elementary HVAC Replacement 2022 Bond Project	199
J. Water and Wastewater Utility Easement Agreement with the City of Belton at Hubbard Branch Property	200
<b>8. Public Comments Regarding Non-Agenda Items</b>	
<b>9. Closed Session (Texas Government Code, Subchapters D and E)</b>	
A. Student Disciplinary Matter - Texas Government Code, Section 551.082	
B. Personnel - Texas Government Code, Section 551.074	
1. Consider Superintendent Recommendation Regarding Proposed Termination of Assistant Principal, Term Contract Employee	
C. Deliberations about Real Property - Texas Government Code, Section 551.072	
D. Consultation with Attorney - Texas Government Code, Section 551.071	
<b>10. Reconvene in Open Session and Take Action, if any, on Items Discussed in Closed Session</b>	
<b>11. Action Items</b>	
A. Propose Termination of Assistant Principal, Term Contract Employee	
<b>12. Adjourn</b>	

**Belton Independent School District  
Board of Trustee Meeting Agenda Item  
November 17, 2025**

**Item:** Recognitions

**Contact Person:** Christine Parks

**Presented for:**  Action  Report Only

**Supporting Documents:**  None  Attached  Provided Later

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**District Goal or Objective Addressed:**

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

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

**Background Information:**

**Student Pledges – High Point Elementary School**

This evening, the pledges were led by High Point Elementary students Samuel Parker and Laylah Pekar.

Samuel, a fifth grader, loves math and enjoys the challenge of solving problems. Outside the classroom, he stays active playing soccer and video games. His friends describe him as funny, competitive, sporty and intelligent.

Laylah, a fourth grader, says science is her favorite subject because she loves exploring how things work. At home, she enjoys reading, using her imagination and playing with her siblings. Her friends describe her as caring, empathetic and a wonderful friend to have.

**Student Showcase – Belton High School Phlebotomy**

Tonight, we're spotlighting Belton High School's Phlebotomy Program, where precision and purpose come together in healthcare education.

As part of Belton ISD's Health Science pathway, students gain both medical knowledge and hands-on experience through courses like Principles of Health Science, Medical Terminology, and Anatomy and Physiology.

Their journey culminates in the Practicum in Health Science, where, through a partnership with Baylor Scott and White Health, students practice venipuncture, infection control, and patient care in a real hospital setting.

By the end of the program, students can earn an industry-based certification as a phlebotomy technician, preparing them for careers or continued studies in nursing and medical sciences.

Tonight's presentation also featured Belton ISD graduate Andrea Stonebrook, now a registered nurse serving students at James L. Burrell Elementary. Andrea completed the district's Health Science pathway and credits the experience for sparking her passion for patient care and guiding her journey into the nursing profession.

### **Special Olympics Bowling**

The Board is proud to recognize the Belton Champions Special Olympics Bowling Team for their outstanding performance at the Area 12 Bowling Competition on October 24 at Fort Hood.

The team brought home an impressive set of wins, including five first-place, four second-place, three third-place, and additional top finishes, showcasing their teamwork, focus and determination.

Thank you to coaches Lauren Marx and Misty Norwood for their leadership and support. The Champions will return to competition in February for basketball, continuing to represent Belton ISD with joy, courage and true Champion spirit.

### **National Merit Commended Scholars**

The district is proud to recognize two outstanding Lake Belton High School seniors for their achievements in the 2025 National Merit Scholarship Program.

Abran Guajardo and Taylor Rogers have been named National Merit Commended Scholars for their exceptional academic promise, ranking among the top 50,000 students nationwide.

Their dedication, perseverance and commitment to excellence exemplify the qualities celebrated in Belton ISD's Journey of a Graduate. Congratulations to these remarkable students on this distinguished honor.

### **Marching Band State Qualifier**

The Board is proud to recognize the Lake Belton High School Stampede Marching Band for advancing to the UIL 5A State Marching Band Contest, continuing the remarkable tradition of excellence since the school opened in 2020.

The band is led by directors Bobby Yerigan, Craig George, Jacob Guerrero, Grant Shane, Jessie Arbolay and student teacher and Belton High School alumnus Jacob Masters.

Under their direction, the Stampede's 2025 show, The Crown, showcased the talent, precision, and dedication of its student performers.

The Stampede represented Lake Belton High School and Belton ISD with excellence at the state contest on November 10 at the Alamodome in San Antonio. Congratulations to the students, directors, and families who continue to raise the standard for musical excellence in Belton ISD.

### **CTE District of Distinction**

We are proud to recognize Belton ISD's Career and Technical Education (CTE) program for earning the CTE District of Distinction honor from the Career and Technical Association of Texas (CTAT) for the second consecutive year.

This statewide recognition celebrates the district's innovation, leadership and commitment to preparing students for success through high-quality, future-focused career programs.

Belton ISD offers 25 programs of study, and in the 2024–2025 school year, students earned 1,116 industry certifications, an increase from 930 the year prior, demonstrating continued growth and excellence in connecting classroom learning to real-world opportunities.

CTE is led by Director of PK-12 Career Readiness Denise Ayres.

### **FIRST, ASBO, GFOA Finance Department Awards**

We are proud to recognize Belton ISD's Finance Department for earning a Superior Achievement "A" rating in the School Financial Integrity Rating System of Texas (FIRST) for the 14th consecutive year.

The district also received recognition from the Association of School Business Officials (ASBO) and the Government Finance Officers Association (GFOA) for excellence in financial reporting for the sixth consecutive year.

These honors reflect Belton ISD's continued commitment to transparency, fiscal responsibility and sound financial management.

## **Temple Rotary Educator of the Month**

Belton ISD is proud to recognize Heath Conde as the Temple Rotary Club's Educator of the Month for October for his outstanding service to students at High Point Elementary.

Now in his fifth year in education, all at High Point, Heath teaches first grade and is known for his leadership, positivity and student-first mindset.

Principal Courtney Brewer describes him as a dedicated educator who leads with optimism and collaboration. "Mr. Conde plays a key role in our Guiding Coalition and consistently advocates for what's best for every student," Brewer said. "His positivity and adaptability inspire those around him."

Beyond the classroom, Heath leads student leadership initiatives and serves as the campus STEM lead, helping foster innovation and engagement across the school.

## **Department Showcase - Health Services**

This month's department showcase features the Belton ISD Health Services team, a group of 31 full-time nurses, including 21 registered nurses and 10 licensed vocational nurses, who keep students and staff healthy, safe and ready to learn.

From daily care to emergency response, school nurses provide essential support across all campuses. They manage everything from routine health needs to urgent situations, collaborate with staff on safety plans and field trips and ensure students with medical needs can fully participate in school life.

Led by Marylisa Fanning, Director of Health Services, the department follows all state and federal health guidelines and exemplifies compassion, professionalism and dedication to student well-being across Belton ISD.

## **Community Partner Recognition – Baylor Scott & White Healthcare**

Tonight, we are proud to recognize Baylor Scott & White Health as a valued community partner providing Belton ISD students with hands-on healthcare experiences from elementary through high school.

Through programs like Dare to Dream, Healthcare Hero events, and high school job shadowing and mentorship, students explore real-world healthcare careers while building technical skills and leadership.

Belton ISD is grateful for Baylor Scott & White Health's continued partnership and its commitment to inspiring the next generation of healthcare professionals.

**Fiscal Implications:**

None.

**Administrative Recommendation(s):**

None.

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Rotary Educator of the Month - Temple

**Contact Person:** Jennifer Ramirez

**Presented for:**  Action  Report Only

**Supporting Documents:**  None  Attached  Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

Heath Conde is being recognized by the Temple Rotary Club as the Rotary Educator of the Month for October for his outstanding service to Belton ISD. Heath serves as a 1<sup>st</sup> grade teacher at High Point Elementary. He is in his 5<sup>th</sup> year in education, all being at High Point.

Ms. Courtney Brewer, High Point Elementary Principal, stated the following about Mr. Conde:

I am writing to enthusiastically recommend Mr. Heath Conde for recognition for his outstanding contributions as an educator. Mr. Conde's dedication and leadership have made a significant and positive impact on our school community.

One of his most notable qualifications is his membership in our school's Guiding Coalition. In this role, Mr. Conde is a key figure in leading and guiding the campus in making crucial instructional decisions. He consistently advocates for what is in the best interest of each and every student, ensuring that every decision is focused on student success and growth. His insight and collaborative spirit are invaluable to this process.

Furthermore, Mr. Conde consistently demonstrates a positive mindset, even when faced with stressful and challenging situations. His unwavering optimism and ability to maintain a calm, focused demeanor set a powerful example for his colleagues and students. This positivity is not superficial; it is a genuine approach to leadership that inspires those around him to persevere.

Mr. Conde also actively seeks out leadership opportunities, expanding his impact beyond the classroom. He serves as a leader on our student leadership team, guiding students in developing their own leadership skills and creating a more engaged school culture. He is also our campus STEM lead, where he helps shape and drive our initiatives in science, technology, engineering, and math.

Finally, Mr. Conde exemplifies adaptability by being exceptionally receptive to feedback. He actively seeks out new ideas and is willing to make changes to his instructional approach to better serve his students. This flexibility and commitment to continuous improvement have directly resulted in significant positive impacts on student growth.

Mr. Conde's leadership, positive influence, and adaptability make him an exceptional educator who is highly deserving of recognition. He is a true asset to our school, and his commitment to his students' success is evident in everything he does.

**Fiscal Implications:**

N/A

**Administrative Recommendation(s):**

Honor Heath Conde for his service to Belton ISD.

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# Public Hearing Regarding Southwest Elementary Turn Around Plan

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

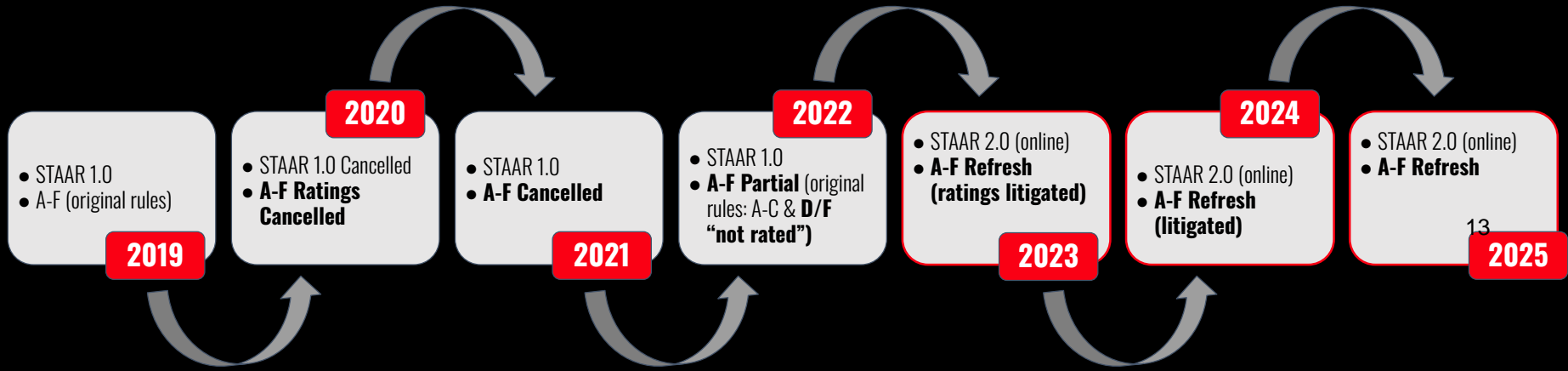


# Purpose



To engage in discussion, and hold a public hearing about required school improvement activities including a Turn Around Plan for Southwest Elementary school.

# School Improvement



State legislation changed the identification of school improvement in **2021** with Senate Bill 1365.

# School Improvement Identification

## OLD

Being a campus identified for school improvement is based on ***current year rating only***.

Being a campus identified for school improvement is based on having a ***F rating***.

## NEW

Being a campus identified for school improvement is based on ***historical ratings***.

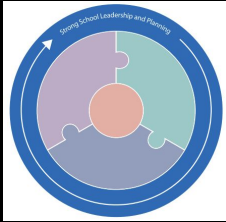
Being a campus identified for school improvement is based on an ***Unacceptable Count (UA Count)***.

# School Improvement

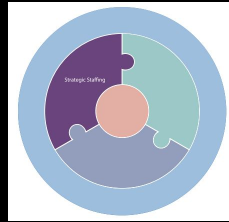
School	2022-2023	2023-2024	2024-2025	Identification
Southwest	59F	65D	59F	TAP

15

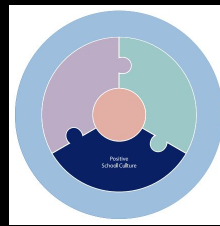
# Effective Schools Framework



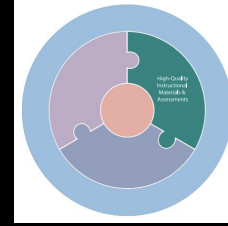
**Level 1**  
Strong School  
Leadership  
and Planning



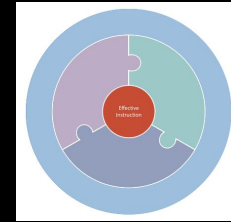
**Level 2**  
Strategic  
Staffing



**Level 3**  
Positive  
School Culture



**Level 4**  
High Quality  
Instructional  
Materials and  
Assessment



**Level 5**  
Effective  
Instruction

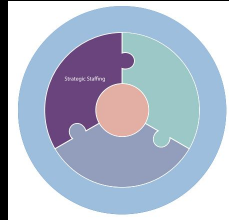


# Effective Schools Framework



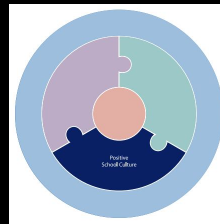
## Level 1

Strong School  
Leadership  
and Planning



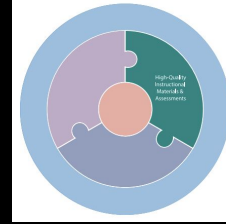
## Level 2

Strategic  
Staffing



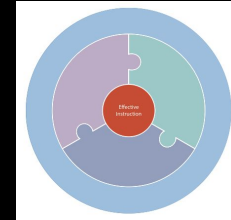
## Level 3

Positive  
School Culture



## Level 4

High Quality  
Instructional  
Materials and  
Assessment



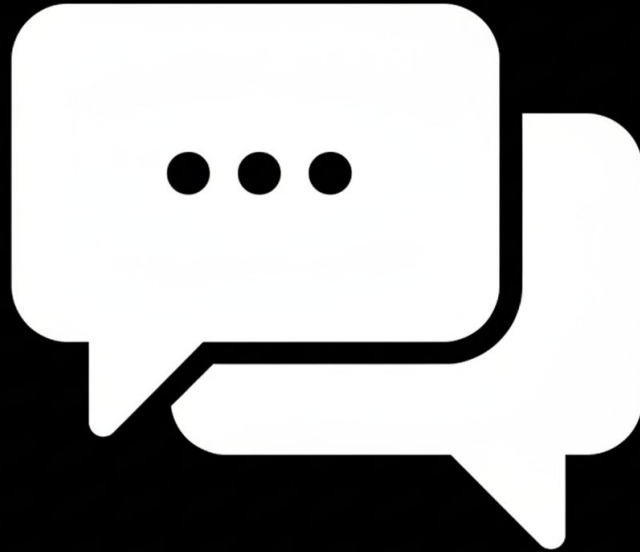
## Level 5

Effective  
Instruction

# Public Hearing

**2025-2026 School Improvement: Local and Turnaround Plans**

# Discussion



**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Consider, Discuss, and Take Appropriate Action Regarding School Improvement Plans Including the Southwest Elementary Turn Around Plan

**Contact Person:** Gabi Nino

**Presented for:**  Action     Report Only

**Supporting Documents:**    None     Attached     Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

Under state and federal laws related to academic performance on the state accountability assessment, STAAR, certain campuses must implement improvement plans in alignment with specific criteria. For the 2025-2026 school year, Southwest Elementary has been identified as in need of a Turn Around Plan (TAP) due to a second year of an unacceptable rating. Additional campuses including Chisholm Trail Elementary, High Point Elementary, Hubbard Branch Elementary and South Belton Middle School have been identified as in need of a Local Improvement Plan (LIP) due to a performance rating of D. These improvement plans have been developed to ensure that each identified campus has a clear, research-based roadmap for improving student achievement and overall accountability performance.

Your approval is requested for the Turnaround Plan (TAP) for Southwest Elementary School as well as Local Improvement Plans (LIPs) for Chisholm Trail Elementary, High Point Elementary, Hubbard Branch Elementary, and South Belton Middle School, as well as the Turnaround Plan (TAP) from Southwest Elementary. Each campus's improvement plan identifies specific strategies to improve student performance through intensive curriculum and instruction improvements, strategic leadership practices, and student centered data-driven decision-making in alignment with the Effective Schools Framework (ESF). The Southwest Elementary Turn Around plan will be introduced at a public hearing for transparency and stakeholder engagement before all improvement plans are presented for the Board for approval.

**Fiscal Implications:**

None.

**Administrative Recommendation(s):**

Approve the Southwest Elementary Turn Around Plan (TAP) and the Local Improvement Plans for Chisholm Trail Elementary, High Point Elementary, Hubbard Branch Elementary and South Belton Middle School as presented.

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# Action: School Improvement Plans Including Southwest Elementary Turn Around Plan

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



# Purpose

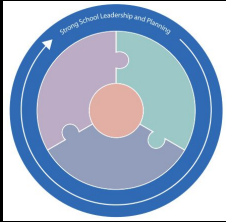


Consider, Discuss, and Take Appropriate Action Regarding School Improvement Plans including the Southwest Elementary Turn Around Plan.

# School Improvement

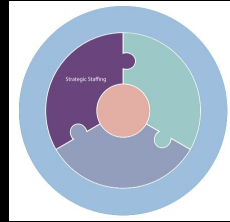
School	2024-2025	Identification
Southwest	59 - F	Turnaround Plan
Chisholm Trail	68 - D	Local Improvement Plan
High Point	69 - D	Local Improvement Plan
Hubbard Branch	68 - D	Local Improvement Plan
South Belton MS	60 - D	Local Improvement Plan

# CTE, HPE, HBE, & SBMS



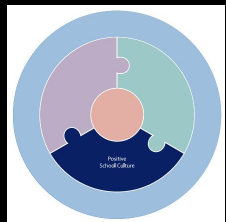
## Lever 1

Strong School Leadership and Planning



## Lever 2

Strategic Staffing



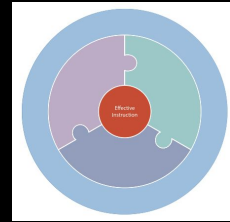
## Lever 3

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 an Instructional Curriculum & Instruction Improvement strategy focused on maximizing instructional time and collaborative practice over 168 instructional days. Core curriculum resources include SAVVAS 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), fall spring benchmarks, and common formative and summative assessments. Continuous improvement is driven by the Science Test 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 Improvement plan through a multi-faceted monitoring system anchored in the PLC structure and assessment data. The instructional coach, who facilitates the co-teaching of Science PLC meetings, will take as the primary monitor of the collaborative team, 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 conduct routine classroom observations, walk-throughs, 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 emerging issues or content areas throughout the instructional year.

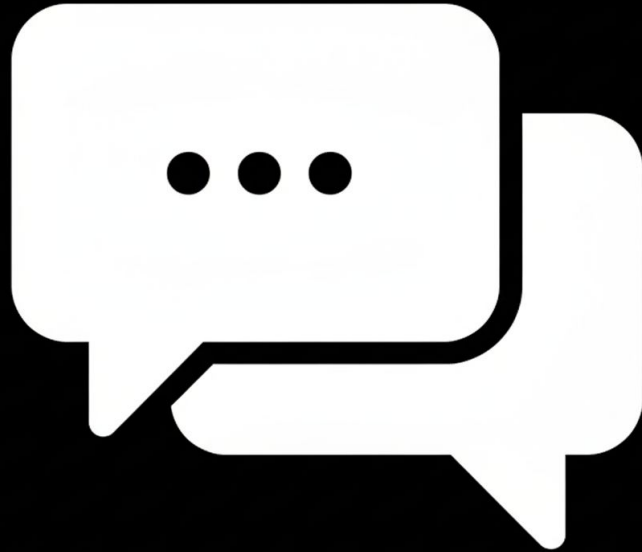
If initial plan outcomes are unsatisfactory, the next-level work will intensify the focus on instructional precision and data-driven action by primarily targeting PLC Questions 2 and 3. Instructional coaches will ensure a higher monitoring role, moving beyond mere data collection to conducting deep, one-on-one analysis of common formative assessment results to prepare the exact why behind student non-mastery. Concurrently, the campus will undertake a master schedule revision to secure expanded intervention times and provide high-leverage Tier 1 instructional blocks for management. To ensure optimal teaching quality, leaders will strategically review teacher readiness and implement strategic teacher coaching 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 Flexile by Renaissance digital platform to provide students with personalized, adaptive practice and intervention aligned with the curriculum, thereby amplifying 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 site weekly, 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 that 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 49% to 54%.

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

# Discussion



### 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 submission, 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 individual campuses, and closure/reassignment, for all individual campuses, will be on different forms.

### Directions

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

<b>Question/Prompt</b>	<b>Please select the type of plan you are submitting</b>
<b>Additional Instructions</b>	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
<b>Answer</b>	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?
<b>Additional Instructions</b>	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)
<b>Answer</b>	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.	<input checked="" type="checkbox"/> 30
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		
<b>al leaders with clear roles and responsibilities.</b>	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.
	<b>Partial Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	<p>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).</p> <p>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.</p>
	<b>No</b>	
Full Implementation: Vision		

<p>1.1 Develop campus instructional responsibilities</p>	<p>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.</p> <p>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.</p>																	
<p>1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction</p>	<table border="1"> <tr> <th colspan="2" data-bbox="283 446 1974 479"><b>Current Implementation: Summary</b></th> </tr> <tr> <td data-bbox="283 479 588 527">Implementation Level At Diagnostic</td> <td data-bbox="588 479 1974 527">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. 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<p>1.3 Recruit, hire, and retain a full staff of highly qualified educators.</p>	<table border="1"> <tr> <th colspan="2" data-bbox="283 966 1974 998"><b>Current Implementation: Summary</b></th> </tr> <tr> <td data-bbox="283 998 588 1047">Implementation Level At Diagnostic</td> <td data-bbox="588 998 1974 1047">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.</td> </tr> <tr> <td data-bbox="283 1047 588 1079"><b>Beginning Implementation</b></td> <td data-bbox="588 1047 1974 1079"></td> </tr> <tr> <td data-bbox="283 1079 588 1136">Prioritized Focus Area from ESF Diagnostic?</td> <td data-bbox="588 1079 1974 1136"></td> </tr> <tr> <td data-bbox="283 1136 588 1331">No</td> <td data-bbox="588 1136 1974 1331">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.</td> </tr> <tr> <th colspan="2" data-bbox="283 1331 1974 1359"><b>Full Implementation: Vision</b></th> </tr> </table>		<b>Current Implementation: Summary</b>		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.	<b>Beginning Implementation</b>		Prioritized Focus Area from ESF Diagnostic?		No	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.	<b>Full Implementation: Vision</b>					
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<b>Full Implementation: Vision</b>																		

2.1 Recruit, select, assign, induct et

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.

3.1 Explicit schoolwide behavioral expectations and culture routines.

<b>Current Implementation: Summary</b>	
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.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	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.
<b>Full Implementation: Vision</b>	
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.	

ments aligned to TEKS with a year-long scope and sequence.

<b>Current Implementation: Summary</b>	
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.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	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.
<b>Full Implementation: Vision</b>	

4.1 Curriculum and assessm

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.

<b>Current Implementation: Summary</b>	
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.
<b>Beginning Implementation</b>	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.
Prioritized Focus Area from ESF Diagnostic?	
Yes	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.
<b>Full Implementation: Vision</b>	
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.	

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5.3 Data-driven instruction.

<b>Current Implementation: Summary</b>	
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.
<b>Partial Implementation</b>	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.
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<b>Full Implementation: Vision</b>	
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 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
<b>Additional Instructions</b>	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 for each campus <b>34</b>
<b>Answer(s)</b>	Southwest Elementary	ESF Diagnostic	Yes	Yes	Yes	Yes	November 17, 2025









Criteria for Success		
<p><b>How will the strategy be implemented?</b></p> <ul style="list-style-type: none"> <li>-Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.</li> <li>-Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.</li> <li>-Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.</li> </ul>		
<b>Question</b>	List or copy and paste all SI - identified campuses below	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones 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.
<b>Additional Instructions</b>	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)	<p><b>Pre-Implementation:</b></p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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)</p> <p>By December 2025, campus leadership will evaluate alignment between the mission, vision, goals, and daily practices to inform targeted professional learning (1.2)</p> <p>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)</p> <p><b>Implementation Year 1:</b></p> <p>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)</p> <p>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)</p> <p>By December 2026, the CLT will establish and use data protocols and observation/walkthrough systems to monitor student progress and instructional fidelity (5.1)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>By May 2027, teacher leaders will participate in structured professional learning cycles to strengthen instructional leadership skills and support peers (1.1)</p> <p><b>Implementation Year 2:</b></p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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).</p> <p>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).</p> <p>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)</p> <p><b>Implementation Year 3 and Beyond:</b></p> <p>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).</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
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**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?
<b>Additional Instructions</b>	List all SI campuses in the district					
<b>Answer(s)</b>	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 41 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.



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.
<b>Additional Instructions</b>	List all SI campuses in the district	
<b>Answer(s)</b>	Southwest Elementary	<a href="#">Public Hearing Feedback</a> <a href="#">Public Hearing Parent Handout</a> <a href="#">Public Hearing Presentation</a>

**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?

45






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> To create a centralized information center for families to increase clarity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; principal's secretary.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in effective supports for students and involvement in campus operations and activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Create accountability for grading and increase communication with parents in relation to their child's progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 5</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**






School Processes & Programs
<p><b>Problem Statement 2:</b> Teachers have attended ARDs and stated that they did not know about accommodations, or academic levels of students. <b>Root Cause:</b> Teachers are not reading IEPs and are not keeping consistent data on students.</p> <p><b>Problem Statement 5:</b> Data-driven decision making and planning is inconsistent across the campus. <b>Root Cause:</b> 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.</p>

**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			
<p><b>Strategy 1:</b> 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.).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the visibility of military personnel on campus to engage our students who come from military backgrounds.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> ADA for high at-risk subgroups is at 90% on average. <b>Root Cause:</b> 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.</p>



**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase critical thinking as measured by the BISD critical thinking rubric by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, assistant principals, and instructional coach.</p> <p><b>Title I:</b> 2.52</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase critical thinking as measured by the BISD critical thinking rubric by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, assistant principals, and instructional coach.</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 4 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			

 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**

49

**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

50

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement as stated in the performance objective.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, instructional coach, and teachers.</p> <p><b>Title I:</b> 2.53</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2, 5 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Adequately staff the campus with additional staff to support students to close academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> <div style="text-align: right; margin-top: 10px;">51</div>				

**Performance Objective 2 Problem Statements:**




<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Almost an entire across the board (subject and grade) increase in DNM from interim I to Interim II. <b>Root Cause:</b> 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.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Teachers have attended ARDs and stated that they did not know about accommodations, or academic levels of students. <b>Root Cause:</b> Teachers are not reading IEPs and are not keeping consistent data on students.</p>
<p><b>Problem Statement 5:</b> Data-driven decision making and planning is inconsistent across the campus. <b>Root Cause:</b> 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.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> ADA for high at-risk subgroups is at 90% on average. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> SPED, EB, and Eco Dis sub-populations show higher trends in the DNM category campus wide. <b>Root Cause:</b> 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.</p>

**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 Definition.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide explicit professional development early in the 2025-2026 school year focused on unpacking the BISD Leadership Definition.</p> <p><b>Strategy's Expected Result/Impact:</b> To elicit buy-in to the BISD Leadership Pipeline work</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principals</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Reinforce the importance and relevance of the BISD Leadership Definition</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure staff can correctly write a goal aligned to the BISD Leadership Definition</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principals</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			

 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 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase substitute retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and teachers</p>	<b>Formative</b>			54 <b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase substitute retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, secretary, and receptionists.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff attendance</p> <p><b>Staff Responsible for Monitoring:</b> Appraisers</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure alignment and consistently address concerns</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				


**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**



Demographics
<p><b>Problem Statement 1:</b> As of April 2, 2025 discipline referral counts totaled to 471. Referrals went from 411 to 471 in a matter of 8 school days. <b>Root Cause:</b> 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.</p>







**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			
<p><b>Strategy 1:</b> Launch CKH through the initial two-day training and provide immediate post-training support.  <b>Strategy's Expected Result/Impact:</b> Decrease referrals and increase staff retention.  <b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and instructional coach.</p> <p>- <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Regularly assess the implementation of CKH using the campus-created checklist and provide timely, specific, and supportive feedback to staff.  <b>Strategy's Expected Result/Impact:</b> Decrease referrals and increase staff retention.  <b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and instructional coach.</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the data from fidelity checks to identify school-wide trends and provide focused professional development and support to address areas needing improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referrals and increase staff retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and instructional coach.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 255 Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referrals and increase staff retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and instructional coach.</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**







<b>Demographics</b>
<p><b>Problem Statement 1:</b> As of April 2, 2025 discipline referral counts totaled to 471. Referrals went from 411 to 471 in a matter of 8 school days. <b>Root Cause:</b> 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.</p>

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

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Support understanding</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure goals are aligned with TIA requirements</p> <p><b>Staff Responsible for Monitoring:</b> TTESS appraiser</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Accomplished			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Elicit feedback through surveys or through documented meetings to determine areas where teachers need support or clarification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase understanding and support</p> <p><b>Staff Responsible for Monitoring:</b> TTESS appraisers</p>	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# 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), Foundations (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.

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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**



**HIGH POINT  
ELEMENTARY**

# 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)

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Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a strategic partnership with First Temple Church by meeting quarterly with Miguel Garcia and devising a plan that addresses each system's needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Support received by each party to increase performance of church and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

## Performance Objective 1 Problem Statements:

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




**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			
<p><b>Strategy 1:</b> Form a team of staff and family to collaborate on the needs, hopes and dreams of family involvement at HPE.  <b>Strategy's Expected Result/Impact:</b> Parents and staff feel heard, valued, and supported in their hopes and dreams.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate events and collaborative opportunities well in advance through the school newsletter and ParentSquare.  <b>Strategy's Expected Result/Impact:</b> increase in family involvement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase parent knowledge of school operations  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 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			
<p><b>Strategy 1:</b> The Guiding Coalition will teach, model, facilitate, and monitor a strategic data protocol that focuses on individual student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Guiding Coalition Teacher Leaders</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 No Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> "Response Days" will be embedded in the Tier 1 lesson cycle to ensure there is adequate time to assess, reteach, and reassess student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify the percent of students at proficient levels from initial teach and the percent at proficient after reteach; an increase in students reaching proficiency</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Guiding Coalition</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Technology will be limited in use to student mastery of math and reading or student generated product aligned to Texas standards.</p> <p><b>Strategy's Expected Result/Impact:</b> stronger foundation in math and reading skills and more authentic tasks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coach, Guiding Coalition</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Currently, 24% of students receive Tier 3 Interventions and 30% receive Tier 2 Interventions (total of 54% in T2/T3). <b>Root Cause:</b> The direct instruction across the campus is not consistent, lacking higher order questioning, think alouds, and modeling.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> We have not hit the student growth percentile goal of 65 (1.5 years growth) in any grade level or subject. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> There's low growth for all sub groups on Math STAAR. <b>Root Cause:</b> There's been a lack of focus on math instruction and more emphasis on reading this year.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Collaborative planning within collaborative results in varied implementation across classes and grade levels. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> There is a high number of special education referrals (15 for speech and 27 for learning disability). <b>Root Cause:</b> 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.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> High percentage of students receiving special education services (~25%) or intervention services through Tier 2 or Tier 3 (~54%). <b>Root Cause:</b> Lack of teacher capacity to effectively meet the needs of diverse learners.</p>







**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			
<p><b>Strategy 1:</b> Collaborative teams will create, analyze, and respond to common formative assessments to monitor progress towards priority standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students at proficient.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Guiding Coalition</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 2</p>	70 <b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> increased assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, instructional coach, guiding coalition</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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**

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**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			
<p><b>Strategy 1:</b> Provide ongoing learning around the BISD Critical Thinking Rubric that supports the connection to the instructional playlist.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in understanding of the critical thinking rubric and its application</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, instructional coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			72 Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create an instructional playlist to include clear expectations around: teacher modeling/thinking aloud, higher order questioning, sentence stems, and turn and talk.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Guiding Coalition</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> During beginning of the year professional learning, there will be explicit learning around the BISD Leadership definition.</p> <p><b>Strategy's Expected Result/Impact:</b> shared knowledge around leadership definition and behaviors that support it</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The BISD Leadership Definition will be visible and woven into campus culture through newsletters, collaborative team discussions, and staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will increase their knowledge of the leadership definition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**







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

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students feeling valued and heard as well as an increase in knowing the goals and direction of the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a plan for recognizing students who exemplify the Journey of a Graduate Competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase JOG language throughout the campus, increase student connectedness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 77			
<p><b>Strategy 1:</b> Use the book Amplify Your Impact Coaching Collaborative Teams to build leadership capacity of the Guiding Coalition.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> leadership capacity within the GC is increased and teams build momentum for impact</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**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			
<p><b>Strategy 1:</b> Develop a selection process to design the Hope Squad. Use their input on the plan for a Hope Squad event.</p> <p><b>Strategy's Expected Result/Impact:</b> student connectedness, increase in kindness</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> Ensure all staff have access to the SEL YAG as well as online resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent behaviors aligning to safe, respectful, responsible core values, increase in instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in T-TESS rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Reducing variability between classrooms across campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			81
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Clearer understanding of the rating scale and how the rubric correlates to campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# 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 Foundations 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 team<sup>82</sup>, 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.

84

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hubbard Branch and Temple College will partner for at least three events throughout the school year including a Ground Breaking Ceremony in September.</p> <p><b>Strategy's Expected Result/Impact:</b> School and community connects will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Temple College will provide speakers and pathways for Career Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will connect their current learning with future opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in school improvement efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel more informed about their students' progress and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> Provide professional learning at least three times per semester emphasizing instructional strategies in the critical thinking areas of asking questions and evaluating arguments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase critical thinking in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional walks will focus on observing, monitoring and providing feedback in the areas of asking questions and evaluating arguments.</p> <p><b>Strategy's Expected Result/Impact:</b> Critical thinking will increase in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Moderate Progress</p>			

 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

90

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will communicate about their learning and the objective of the lesson all throughout the lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative assessment data is streamlined with a quick view for all teachers, interventionists, IC, and administrators to see.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			91
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a special education coteach model for students whom this would benefit.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will have greater access to the general education curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Special Education Teachers - Modified</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**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			
<p><b>Strategy 1:</b> Guiding Coalition will meet monthly with an agenda and learning objectives. These meetings will focus on:</p> <ul style="list-style-type: none"> <li>Master schedule</li> <li>Intervention times</li> <li>Vision/Mission statements</li> <li>Schoolwide Four Critical Questions</li> <li>Vertical alignment</li> <li>Progression ladders</li> <li>COMMON formative assessments</li> <li>Create exemplar formatives</li> <li>Scheduled and planned and input data</li> <li>Explicit delivery and materials when giving formatives</li> <li>PLC Expectations and Handbook</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Hubbard Branch PLC's will be high functioning and purposeful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			94

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue







**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Guiding Coalition only met a few times this school year.</p>

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be provided professional learning that will encourage professional growth and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will complete 2 self-chosen professional development opportunities to attend during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have some choice in their professional learning and feel valued and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become leaders of kindness and anti-bullying on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hope Squad will meet monthly to support their mission of connectivity amongst campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Hope Squad will lead other students on campus in kindness and anti-bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				






**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			
<p><b>Strategy 1:</b> Implement Capturing Kids Hearts. Intentionally embed CKH rituals and routines into staff meetings and PLC's.  <b>Strategy's Expected Result/Impact:</b> Students and staff will build a culture of belonging.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement monthly grade level student recognition rallies for Hawk of the Month, students meeting goals, etc.  <b>Strategy's Expected Result/Impact:</b> Students and staff will be recognized for accomplishments each month. A sense of belonging will be built.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 Considerable			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Leadership team will do monthly staff pulse checks. Send out monthly staff survey.</p> <p>1. On a scale of 1-10 how well do you feel connected to Hubbard Branch?</p> <p>2. What is one actionable item we could consider implementing in order to move you closer to a 10?</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel valued and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**




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

**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			
<p><b>Strategy 1:</b> Campus appraisers will calibrate T-TESS evaluations and classroom walkthroughs and feedback.  <b>Strategy's Expected Result/Impact:</b> Campus appraisers will be aligned and consistent on T-TESS ratings and feedback given to teachers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			99
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a system for standardized procedures and protocols for administering benchmark assessments across all grade levels.  <b>Strategy's Expected Result/Impact:</b> All grade levels administering benchmark assessments will have standardized procedures for administering.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in T-TESS rubric.  <b>Strategy's Expected Result/Impact:</b> Reducing variability between classrooms across campus.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 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, Foundations, 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 I 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.

103

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen our partnership with Baylor Scott &amp; 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 &amp; White system.</p> <p><b>Strategy's Expected Result/Impact:</b> expand career exploration opportunities to all core content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**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			
<p><b>Strategy 1:</b> Send a monthly newsletter via ParentSquare and Facebook to communicate key campus events and updates.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will experience less information overload and benefit from more focused, streamlined communication, increasing clarity and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal APs</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish Principal Advisory Groups for both parents and students to gather input, gain feedback, and identify areas for campus growth and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure parents and students feel heard, valued, and involved in shaping campus decisions and improvement efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and APS</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instructional rigor and strengthen students' critical thinking skills through intentional planning and engaging instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs, PLCs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.</p>





**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 instructional segments: opening, direct teach, and lesson closure.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the effectiveness and engagement of Tier 1 instruction and feedback by consistently using Strive for Five learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs, PLCs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			107 Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance instructional rigor and strengthen students' critical thinking skills through intentional planning and engaging instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs, Collaborative teams</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> Implement a campus-wide guiding coalition to support high-quality instruction through aligned collaborative teams, consistent data use, and evidence-based strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish campus-wide instructional consistency through aligned planning, shared expectations, and the implementation of high-impact practices across all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IC, teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs. Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Guiding coalition team members</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				110

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Teachers have not received sustained, job-embedded professional development on data-driven instruction or intervention planning, and PLC</p>





**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and academic growth through purposeful instructional practices and the strategic use of interactive technology.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			111 Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Teachers have received limited training and support on how to integrate technology effectively into daily instruction.</p>

**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			
<p><b>Strategy 1:</b> Deliver targeted professional development and coaching on high-impact classroom management strategies that promote student ownership, engagement, and a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improves classroom culture, maximizes instructional time, and supports critical thinking by reducing disruptions and fostering safe, structured learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ICs</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Re-establish campus Groundworks team to set campus-wide expectations and implementation plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Improves classroom culture, maximizes instructional time, and supports critical thinking by reducing disruptions and fostering safe, structured learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Groundworks team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will demonstrate growth in leadership qualities aligned to Belton ISD's definition, including student-centered practices, collaboration, and continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ICs, APs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted support to teachers with 0-3 years of experience through the New Teacher Cohort at least twice per grading period</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance teacher confidence, effectiveness, and retention, resulting in improved student outcomes and a stronger, more cohesive instructional team.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IC</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**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			116
<p><b>Strategy 1:</b> Host teacher listening sessions once every 9 weeks to gather feedback, address concerns, and strengthen staff voice in campus decision-making.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher morale, collaboration, and sense of voice in campus decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> The campus lacks consistent systems for staff recognition, shared decision-making, and accountability for behavior expectations, which has led to staff feeling undervalued and</p>

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved mental health of students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators, teacher advisor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased pride, motivation, and a strengthened school culture that encourages continuous improvement among students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data collected in Strive and observation feedback aligned to individual teacher needs and campus initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and APs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
				119
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## 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. 120
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.

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Consider, Discuss and Take Appropriate Action Regarding the Teacher Incentive Allotment Spending Plan

**Contact Person:** Melissa Lafferty

**Presented for:**  Action     Report Only

**Supporting Documents:**    None    Attached    Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

The Teacher Incentive Allotment (TIA) program was established by the Texas Legislature to recognize and reward highly effective teachers using a tiered designation level system (Acknowledged, Recognized, Exemplary, Master) that generates additional state funding. Districts are required to develop a spending plan for the use of these funds. The plan must be approved by the Board of Trustees.

By law, at least 90% of the TIA funds generated must be spent on teacher compensation (salary, benefits or stipends) at the campus where the teacher earned the designation. The District can use the remaining 10% for assessments, professional learning to increase teacher designations and support costs to administer the TIA plan.

The proposed plan allocates 90% of funds to teacher compensation, while the remaining 10% will be reserved by the District to cover administrative costs to support the program.

**Fiscal Implications:**

Teacher Incentive Allotment funds are calculated by the Texas Education Agency each year and allotted to the general fund through State funding.

**Administrative Recommendation(s):**

Approve the proposed Teacher Incentive Allotment Spending Plan model allocating 90% to teacher compensation and 10% to the District to cover administrative costs to support the program.

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# Action: Teacher Incentive Allotment Spending Plan

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**BELTON ISD BOARD OF TRUSTEES**

REGULAR BOARD MEETING

NOVEMBER 17, 2025



# Purpose

Discuss and seek approval of the Belton ISD Teacher Incentive Allotment Spending Plan

# Spending Plan Models

- **Model 1: 90% / 10%** - **recommended & most common plan**  
90% compensation for eligible teacher  
10% for district TIA costs
- **Model 2: 45% / 45% / 10%**  
45% compensation for eligible teacher  
45% compensation for the grade level team  
10% for district TIA costs
- **Model 3: 30% / 60% / 10%**  
30% compensation for eligible teacher  
60% compensation for campus grade level support of other teachers and aides  
10% for district TIA costs

# 90% Teacher Compensation

District-paid benefits for a teacher are considered compensation. It is included when calculating the 90% paid to an eligible teacher, and consequently reduces the overall allotment amount.

	Example 1: Teacher allotment is \$3,000	Example 2: Teacher allotment is \$6,000	Example 3: Teacher allotment is \$12,000
<i>10% district allotment reserve</i>	(\$300)	(\$600)	(\$1,200)
<i>Benefits paid by District (TRS Care, benefits, medicare, workman's comp - 12.59%)</i>	(\$301.98)	(\$603.96)	(\$1,207.93)
Gross Pay to Employee - TRS Eligible	\$2,398.02	\$4,796.04	\$9,592.07
<i>Employee deductions (TRS, TRS Care, Federal Tax*, Medicare - 30.53%) *tax amount dependent on individual</i>	(\$719.41)	(\$1,438.81)	(\$2,877.62)
<b>Net Pay to Employee</b>	<b>\$1,678.61</b>	<b>\$3,357.22</b>	<b>\$6,714.45</b>

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# 10% District Costs

10% of allotment funds will be used for district costs associated with the implementation of the TIA plan

*\*Example based on 200 designated teachers*

Designation Level	Payout Averages	Average Amount of Designation Level	%	Estimated Qualifying Staff	Estimated Amount earned
Acknowledged	\$3,000 - \$9,000	\$6,000.00	50	34	\$204,000.00
Recognized	\$5,000 - \$15,000	\$10,000.00	33	26	\$260,000.00
Exemplary	\$9,000 - \$25,000	\$15,000.00	20	30	\$450,000.00
Master	\$12,000 - \$36,000	\$22,000.00	5	10	\$220,000.00
<b>Total Amount Generated</b>					<b>\$1,134,000.00</b>
10% District Reserve					\$113,400.00
<i>Allowable Reserve Costs</i>					
STAR Renaissance Tests					(\$109,648.00)
TIA Implementation Support					(\$15,000.00)
T-TESS Professional Learning					(\$10,000.00)

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# Payment Eligibility

- Teachers in the Winter PEIMS submission who do not complete the school year due to mandatory military reassignment will still receive compensation.
- If a teacher moves within the district from one campus to another, they will receive compensation from the campus generated funds at the time of Winter PEIMS submission (February).
- If a teacher leaves the District after the Winter PEIMS submission and before the end of the school year for reasons other than military, they will not receive compensation.
- Remaining funds will be distributed to the designated teachers at the campus that generated the funds, not to exceed \$5,000 per teacher.
- Any remaining funds will be used for hiring stipends.
- Teachers coming to BISD with a TIA designation will be paid in the same manner as existing BISD teachers.

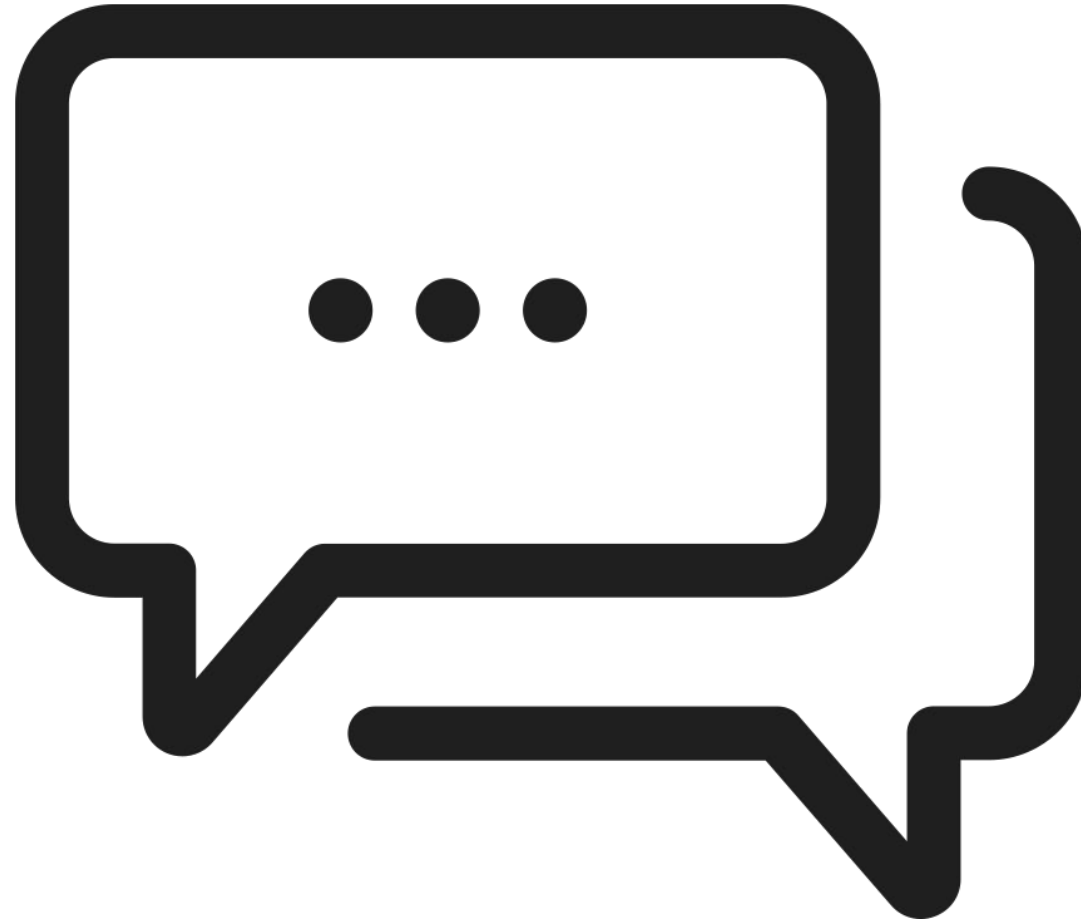
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# Teacher Payout

Teacher Incentive Allotments will be paid as follows:

- TEA calculates & notifies district the allotment amounts in April 2027  
*(Teacher allotments change year to year due to campus demographics)*
- Retiring TIA designated teachers will receive their compensation in May 2027
- TIA designated teachers will receive their compensation in June 2027

# Discussion



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# Goal 1 Report: Strategic Partnerships

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**BELTON ISD BOARD OF TRUSTEES**  
REGULAR BOARD MEETING  
NOVEMBER 17, 2025



# Purpose



Review and discuss the process and developing strategic partnerships aligned with Goal 1, KPM 1 for the 2025-2026 school year.

# KPM 1

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

***KEY PROGRESS MEASURE 2025 - 2026***

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.

# Elements of Strategic Partnerships

## **Purpose & Objective**

Clearly defined and aligned to campus/department needs.

## **Scope of Collaboration**

Specific activities, programs, contributions, roles and responsibilities.

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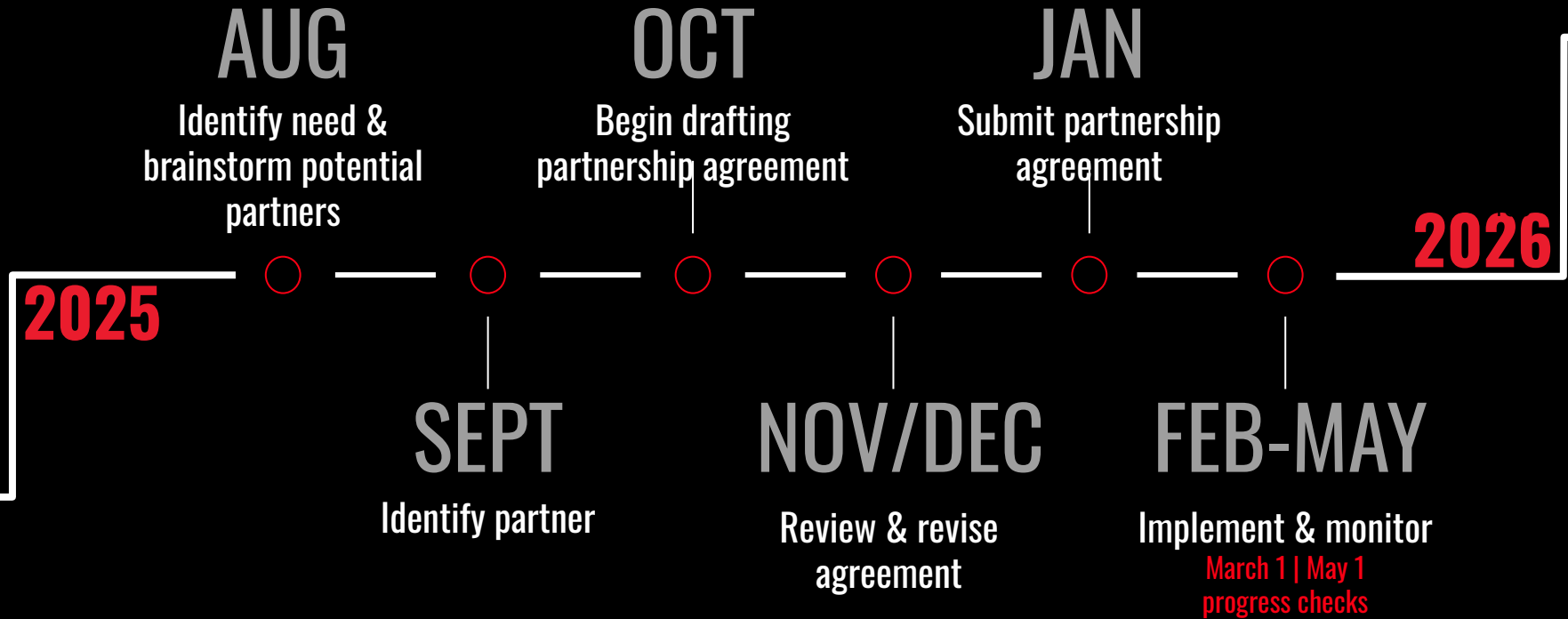
## **Operational Procedures**

Communication plan, meeting schedule, background checks, etc.

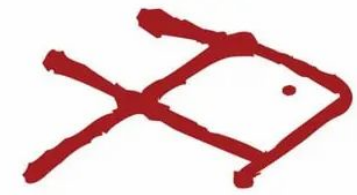
## **Evaluation & Assessment**

Metrics for success and evaluation methods.

# Implementation Timeline



# Current Status



CADENCE BANK CENTER

BELTON INDEPENDENT SCHOOL DISTRICT  
2025 COMMENCEMENT  
CELEBRATION  
Empowering Futures

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# Questions



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# SUPERINTENDENT'S REPORT

Monday, November 17, 2025

# VISION

Empower each and every learner to pursue their dreams and enrich their communities.



# Community Engagement



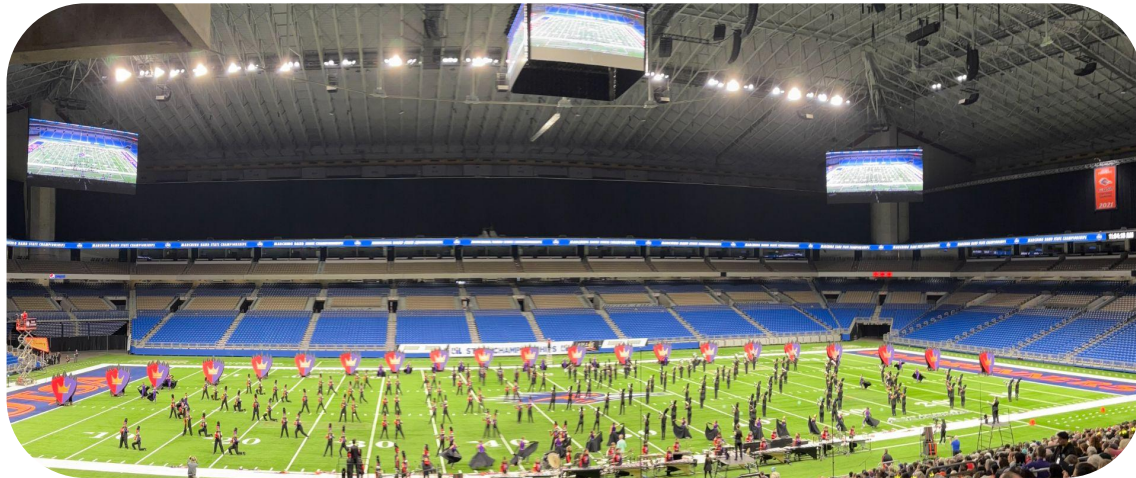
# Exceptional Learning



# Inspiring Instruction



# Exceptional Learning





# SUPERINTENDENT'S REMARKS



# Belton Independent School District

## Workshop Meeting Minutes

Board Workshop Meeting, October 20, 2025 - 5:00 p.m.

Dragon Room, 400 N. Wall Street, Belton TX, 76513

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**Board Members Present:**

Manuel Alcozer  
Chris Flor  
Rucker Preston  
Jeff Norwood

Brandon Bozon  
Riley Beck

**Board Members Absent:**

Erin Bass

**1. Call to Order:**

Manuel Alcozer, Board President, called the workshop meeting of the Belton Independent School District Board of Trustees to order at 5:01 p.m., that the meeting had been duly called, noted Ms. Erin Bass was absent, and notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**2. Public Comments:**

None.

**3. Board Workshop:****A. Goal 2 Update - Academic Progress**

Dr. Malinda Golden, Superintendent, introduced Gabi Nino, Assistant Superintendent of Teaching & Learning, Ben Smith, Executive Director of Secondary Leadership, and Denise Sharp, Executive Director of Elementary Leadership, who engaged the Board in a workshop regarding academic progress. Three strategic areas were discussed: assessment literacy/data-informed decisions, empowering educators through curriculum, and fostering student growth via high-leverage strategies and tiered supports. The balanced assessment framework features formative assessments at the classroom level and larger universal screening and diagnostic data, such as the beginning-of-year STAR Renaissance screener. Based on the screener data, the District projects third graders will exceed 2026 state (HB3) targets in reading (52% at grade level) and math (40%). However, fourth and seventh graders showed a greater degree of summer regression.

To drive improvement, the District uses Professional Learning Communities (PLCs) for planning, prioritizes high-leverage learning standards, and is focusing instruction on critical thinking. Principals conduct weekly classroom walkthroughs, and assessment data informs flexible intervention time built into schedules. These strategies represent significant systemic changes implemented over the last 1.5 years.

**Adjourn:** There being no further business, the meeting was adjourned at 6:03 p.m.

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Manuel Alcozer, Board President

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Erin Bass, Board Secretary

# Belton Independent School District

## Board Meeting Minutes

Regular Board Meeting, October 20, 2025 - 6:15 p.m.

Pittenger Fine Arts Center, 400 N. Wall Street, Belton, TX 76513

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### Board Members Present:

Manuel Alcozer  
Chris Flor  
Rucker Preston  
Jeff Norwood  
Brandon Bozon  
Riley Beck

### Board Members Absent:

Erin Bass

### 1. Call to Order, Moment of Silence and Pledge of Allegiance

Manuel Alcozer, Board President, called the regular meeting of the Belton Independent School District Board of Trustees to order at 6:28pm. He stated that a quorum of Board Members was present, noted Ms. Erin Bass was absent, that the meeting had been duly called, and notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

### 2. Recognitions

#### **Student Pledges – Hubbard Branch Elementary School**

This evening, the pledges were led by Hubbard Branch Elementary students Logan Anderson, first grader, and Sophia Ladof, third grader.

#### **Student Showcase – Lake Belton High School Floral Design**

Belton ISD showcased the creativity and skill of Lake Belton High School's Floral Design students. In these courses, students learn design principles, color theory and floral techniques. Beyond the classroom, they explore the business side of the floral industry, gaining real-world skills in customer service, sales and event preparation. Belton ISD offers Floral Design, Advanced Floral Design and Practicum in Floral Design. Last year, more than 200 students earned Texas State Florists' Association certification, showcasing their creativity and career-ready skills.

#### **Special Olympics Bocce Ball**

The Board is proud to recognize the Belton Champion Special Olympics Team. On Saturday, September 27, the team competed in the Area 12 Bocce Competition in Waco and brought home six gold, three silver and two bronze medals. This achievement reflects not only the athletes' perseverance and teamwork but also the support of their coaches and sponsors, Lauren Marx, Misty Norwood and Donna Shriner. The Belton Champions will return to competition on Friday, October 24 for the Area 12 Bowling Competition at Fort Hood.

#### **Advanced Placement (AP) Scholars**

Belton ISD proudly recognized 248 high school students that were named Advanced Placement (AP) Scholars by the College Board for their outstanding performance on AP exams taken last spring. This year, 128 students earned the title of AP Scholar, 44 achieved AP Scholar with Honor and 76 were recognized as AP Scholars with Distinction. Students who achieve an average score of at least 3.25 on all AP exams taken, along with scores of 3 or higher on four or more exams, earn the title of AP Scholar with Honor. In Belton ISD, this distinction was awarded to 44

students—2 from Belton New Tech @Waskow, 17 from Belton High School and 25 from Lake Belton High School.

### **BigFuture Merit Award Recipients**

Belton ISD celebrated students from Belton High School, Lake Belton High School and Belton New Tech High School @Waskow who have been honored through the College Board's BigFuture Merit Awards for their outstanding academic achievements. This year, 163 Belton ISD students earned this distinction. Belton High School recognized 63 students, including 9 first-generation honorees and 54 for school achievement. Belton New Tech High School @Waskow celebrated 21 students, including 3 first-generation honorees and 18 for school achievement. Lake Belton High School recognized 79 students, including 11 first-generation honorees and 68 for school achievement.

### **National Merit Scholars**

Belton ISD commended four outstanding students for their achievements in the 2025 National Merit Scholarship Program. Belton High School seniors Anahitaa Malhotra and Katherine Nickerson have been recognized as National Merit Commended Scholars for their exceptional academic promise, ranking among the top 50,000 students nationwide. Lake Belton High School seniors Dhruv Bhat and Alex Yuen have been named National Merit Semifinalists—an honor that places them among the top one percent of high school seniors nationwide. As semifinalists, they are now eligible to continue in the competition for two of approximately 7,500 National Merit Scholarships worth nearly \$30 million.

### **The Journey of a Graduate Milestones Award**

Belton ISD is proud to introduce the Journey of a Graduate Milestones Award, a new recognition honoring middle school students who exemplify the district's core competencies—communication, collaboration, perseverance, adaptability, empathy and critical thinking. The Board recognized the first recipient, John Hodges, an eighth grader at Lake Belton Middle School, nominated by Sydney McAfee, a sixth-grade English Language Arts teacher and National Junior Honor Society sponsor, for his exceptional communication and collaboration skills.

### **Purple Star Campus Designations**

Belton ISD is proud to recognize three new campuses that have earned the Purple Star Campus Designation from the Texas Education Agency: Chisholm Trail Elementary, High Point Elementary and Lake Belton Middle School. This honor recognizes schools that go above and beyond to support military-connected students and families. With nearly 30 percent of Belton ISD's students identified as military-connected, these campuses demonstrate the district's strong commitment to creating welcoming, supportive environments for all learners. These schools join Lakewood Elementary, Southwest Elementary, Belton Middle School and Belton High School, bringing Belton ISD's total to seven Purple Star campuses across the district—a proud reflection of the Big Red Community's continued dedication to serving those who serve our nation.

### **Temple Rotary Educator of the Month**

Belton ISD is proud to recognize Ashley Miers as the Temple Rotary Club's Educator of the Month for September for her outstanding service to students in the Delta 18+ Program.

Now in her ninth year in education and second with Delta, Ashley brings passion and heart to her work every day. While raising her children, she served as a paraprofessional at Belton High

School and earned her degree and special education certification from the University of Mary Hardin-Baylor.

### **Belton Rotary Educator of the Quarter**

Ms. Melissa Johnson is being recognized by the Belton Rotary Club as the Rotary Educator of the Quarter for her outstanding service to Belton ISD. She serves as a kindergarten teacher at Southwest Elementary School and is in her eighth year in education, including two years at Southwest.

### **Department Showcase - Principals Month**

Each October, we join schools across the country in celebrating National Principals Month—a time to recognize the incredible leaders who make such a difference on our campuses every single day. We're proud to recognize our Belton ISD principals: Sheila Surovik, Cheyenne Babb, Ashlie Thomas, Sydnie Sewell, Courtney Brewer, Lexie Newberry, Holly Griffith, Amber Ross, Rebecca Vaughn, Felicia Gibson, Debi Younger, Brooke Itz, Megan Crook, Rachel Ramirez, Dominic White, Akeiah Cipolla, Claudia Knox, Steele Hantgin, Dr. Kimberly Winters, Tammie Baggerly and William Yuengel.

### **Community Partner Recognition – Lena Armstrong Public Library and the Friends of the Belton Public Library**

The Board celebrated the Lena Armstrong Public Library and the Friends of the Belton Public Library as this month's Community Partner recipients. This partnership reflects the power of community support in fostering a love of reading and learning across Belton ISD. We are grateful to the Lena Armstrong Public Library and the Friends of the Belton Public Library for their dedication to our students and schools.

### **3. Public Comments Regarding Items on the Agenda**

None.

### **4. Public Hearing**

#### **A. Public Hearing Regarding the 2024-2025 School Financial Integrity Rating System of Texas (FIRST) Report**

Melissa Lafferty, Chief Financial Officer, gave an overview of the Schools FIRST rating system, a report based on district staff, student, and financial data for the prior school year as reported to the Texas Education Agency (TEA), with the primary goal of reporting the overall financial health of a school district's financial resources.

Ms. Lafferty reviewed the 20 indicators in the worksheet for the report and noted that BISD received a rating of (A) Superior with a score of 98 for 2024-2025 based on 2023-2024 fiscal year data. She also explained that a public hearing is required for this report.

Mr. Alcozer opened the public hearing at 7:07 p.m. There were no comments during the hearing therefore the hearing was closed at 7:07 p.m.

Chris Flor expressed his sincere thanks to the Business Services team for their work on this annual report.

### **5. Action Item:**

### **A. Consider, Discuss, and Take Appropriate Action Regarding School Library Advisory Council Recommendation for Library Materials Purchase**

Ms. Gabi Nino, Assistant Superintendent of Teaching & Learning, provided a presentation on the School Library Advisory Council (SLAC) and the rigorous, multi-layered process librarians use for book selection, including reviewing multiple professional sources and considering age, interest level, and curriculum alignment. Ms. Nino presented the SLACs unanimous recommendation to approve 700 books for purchase, explaining the large list was due to consolidating orders delayed by the conclusion of the 89th Legislative Session and its impact on Senate Bill 13.

Mr. Riley Beck praised the SLACs proactive work, stating he was impressed that they were moving quickly to get books approved, which helps maintain student excitement about reading. He also clarified that multiple protective layers exist to address concerns about books.

Brandon Bozon made a motion, seconded by Rucker Preston, to approve the attached list of library books recommended by the School Library Advisory Council as presented. The motion passed unanimously, (6-0-0).

## **6. Reports:**

### **A. Annual Emergent Bilingual Report**

Ms. Nino highlighted that Belton ISD serves over 50 languages, primarily Spanish, through dual language (PreK-5) and ESL services. She justified the dual language model by citing research showing sustained academic growth for students through high school compared to transitional programs. Noting a sharp increase in Biology performance, Ms. Nino recommended expanding the use of hands-on, phenomenon-based learning across all content areas to enhance language acquisition, particularly in math where declines were observed. See report.

### **B. Goal 5 Teacher Incentive Allotment Report**

Mr. Todd Schiller, Assistant Superintendent of Human Resources, provided an update on the Teacher Incentive Allotment (TIA) data capture year for the 25-26 school year, noting that data on student growth (STAR Renaissance) and teacher evaluation (T-TESS) will be submitted to the Texas Tech University in late 2026, with the first payments anticipated in June 2027. He presented the anticipated funding ranges for designated teachers, emphasizing that the dollar amounts are determined annually by TEA based on campus economic disadvantage and are subject to change. Mr. Schiller outlined the proposed spending plan, which reserves 90% of the allotment for teacher compensation and holds back the remaining 10% for administrative costs, professional learning, and developing assessments. See report.

### **C. School Health Advisory Council Report**

Dr. Cassandra Spearman, Assistant Superintendent of Operations, presented the annual report for the School Health Advisory Council (SHAC), a body that vets wellness curriculum and makes policy recommendations for school health. She reported that SHAC completed a triennial assessment and achieved a comprehensive score of 70 (well above the national average of 54). The assessment revealed areas where the district needed to codify existing practices, such as ensuring written policy on the availability of water and confirming that recess cannot be taken for punishment. SHAC updated the wellness plan based on these findings and will focus in the upcoming year on studying legislative changes regarding consent forms and continuing community health partnerships. See report.

## **Superintendent's Report**

Dr. Malinda Golden shared highlights from across the District to include the Delta program open house and recent campus visits with board members (Sparta, Leon Heights, High Point, Charter Oak). Dr. Golden shared that she participated in a routine with the Magic Bells dance program and launched the first Superintendent Student Advisory Council meeting of the year, which will help develop a student leadership profile aligned to the District's definition of leadership.

## **D. Board Highlights**

Chris Flor led the conversation by noting the Delta Program ribbon-cutting, the Men's Breakfast at First Methodist Church, the Temple Public Policy meeting and the Belton Chamber event. Jeff Norwood encouraged Board members to attend Camp Champion and Special Olympic events, stressing the amazing impact these experiences have with everyone involved, specifically general education students. He gave a special thanks to the "unseen people"—volunteers, parents, staff, and teachers—who work behind the scenes at school events (like concession stand workers and ticket takers) because, without their dedication, the events would not happen. Brandon Bozon commented on the Belton Education Foundation Red Carpet Event and thanked their committee leaders for all of their hard work. Rucker Preston detailed attending campus visits, a Lake Belton High School game (where he observed the Stampede band), a tennis team send-off at Belton High School, and the Belton High School production of *Witches and Salem*, and Riley Beck reported on his campus visits (Hubbard Branch, Southwest, Sparta, and Leon Heights). He was particularly impressed by one elementary school's dedicated win-time used for differentiated learning, which he viewed as a successful, large-scale implementation of differentiated learning.

## **7. Consent Agenda: Consider and Take Appropriate Action**

- A. Minutes of Previous Meetings:
  - 1. September 15, 2025 - Workshop Minutes
  - 2. September 15, 2025 - Regular Minutes
  - 3. September 24, 2025 - Special Minutes
- B. Unaudited Financial Report for the Month Ending September 30, 2025
- C. Gifts, Grants, and Bequests
- D. Budget Amendment #1 for 2025-2026
- E. Expenditures over \$50,000
  - 1. CEV Multimedia, LLC for Instructional Materials
  - 2. CDW-G for Paraprofessional Staff Device Refresh
  - 3. SustainED Leaders for Strong Foundations LASO Grant
  - 4. Hellas Construction, Inc. for Tiger Field Stadium Lighting
  - 5. Renewal of SHI Government Solutions, Inc. for Microsoft Office 365 Renewal
- F. Supply, Equipment, and Service Bids
  - 1. RFQ #2509-600-392 - Project Management Services
  - 2. RFP #2509-475-393 - HVAC Unit Replacements (Various Campuses) 2022 Bond Project
- G. Appointment of 2025-2026 School Health Advisory Council (SHAC)

Rucker Preston made a motion, seconded by Jeff Norwood, to approve the consent agenda as presented. The motion passed unanimously, (6-0-0).

## **8. Public Comments Regarding Non-Agenda Items**

Gary L. Kent - Board Appreciation

**9. Closed Session (Texas Government Code, Subchapters D and E)**

The Board went into closed session at 8:38 p.m.

- A. Student Disciplinary Matter - Texas Government Code, Section 551.082
- B. Personnel - Texas Government Code, Section 551.074
- C. Consultation with Attorney - Texas Government Code, Section 551.071

**10. Reconvene in Open Session**

The Board reconvened in Open Session at 8:48 p.m.

**11. Adjourn**

There being no further business, the meeting was adjourned at 8:48 p.m.

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Manuel Alcozer, President

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Erin Bass, Secretary

**Belton Independent School District**  
***Board of Trustee Meeting Agenda Item***  
***November 17, 2025***

**Item:** Unaudited Financial Report for the Month Ending October 31, 2025

**Contact Person:** Melissa Lafferty

**Presented for:**  Action     Report Only

**Supporting Documents:**    None    Attached    Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

Attached are the monthly financial reports for the District. The reports represent financial activity as of the close of the prior month for the General Fund 199, the Child Nutrition Fund 240, the Debt Service Fund 599, and the 2022 Bond Fund 622. These are unaudited figures, and an independent financial audit will be performed for the period ending August 31, 2026, and presented under separate cover.

The monthly investment report provides information on the District's cash and investment accounts including balances and investment transactions as of the close of the noted month in accordance with CDA(LEGAL).

**Fiscal Implications:**

For informational purposes only.

**Administrative Recommendation(s):**

Accept the monthly financial report as presented.



# FINANCIAL STATEMENTS & INVESTMENT REPORT

## TABLE OF CONTENTS

### Description

- Financials - Unaudited Statements of Revenues and Expenditures
  - General Operating - 199
  - School Nutrition - 240
  - Debt Service - 599
  
- Project Summary for 2022 Bond Fund
  
- Investment Report - Monthly

**BELTON ISD**  
**Statement of Unaudited Revenues and Expenditures Budget VS. Actual**  
**General Fund (199)**  
**As of October 31, 2025**

	Adopted Budget	Amended 2025-26	Y-T-D Actual	Balance	Percent of Total
<b>Revenues</b>					
5700 Local Sources	\$ 50,511,930	\$ 50,527,418	\$ 600,984	\$ 49,926,434	1.2%
5800 State Sources	101,422,971	101,405,923	37,357,625	64,048,298	36.8%
5900 Federal Sources	1,375,000	1,375,000	166,712	1,208,288	12.1%
Total Revenues	<u>\$ 153,309,901</u>	<u>\$ 153,308,341</u>	<u>\$ 38,125,321</u>	<u>\$ 115,183,020</u>	<u>24.9%</u>
<b>Expenditures</b>					
11 Instruction	\$ 82,233,007	\$ 81,972,764	\$ 14,113,919	\$ 67,858,845	17.2%
12 Instructional resources & media	1,771,816	1,771,816	263,708	1,508,108	14.9%
13 Curriculum & staff development	3,895,773	3,703,861	603,898	3,099,963	16.3%
21 Instructional leadership	2,695,954	2,695,039	481,850	2,213,189	17.9%
23 School leadership	9,571,864	9,567,364	1,509,813	8,057,551	15.8%
31 Guidance, counseling, & evaluation	6,513,322	6,513,322	1,033,682	5,479,640	15.9%
32 Social work services	264,611	187,446	30,272	157,174	16.1%
33 Health services	2,266,148	2,266,148	368,028	1,898,120	16.2%
34 Student transportation	6,708,711	6,724,199	1,417,296	5,306,903	21.1%
35 School Nutrition	-	-	-	-	0.0%
36 Cocurricular/extracurricular	5,704,747	5,627,816	886,484	4,741,332	15.8%
41 General administration	4,292,262	4,292,262	738,177	3,554,085	17.2%
51 Plant maintenance and operations	17,184,660	17,184,660	3,597,520	13,587,140	20.9%
52 Security and monitoring services	3,271,775	3,354,775	515,858	2,838,917	15.4%
53 Data processing services	5,037,698	5,037,698	1,308,486	3,729,212	26.0%
61 Community services	-	-	-	-	0.0%
71 Debt Service	356,810	356,810	15,377	341,433	4.3%
81 Facilities acquisition & construction	-	-	-	-	0.0%
93 Payments to fiscal agent	-	-	-	-	0.0%
95 Payments to JJAEP	15,743	15,743	-	15,743	0.0%
97 Tax Increment	750,000	750,000	-	750,000	0.0%
99 Intergovernmental Charges	775,000	775,000	201,729	573,271	26.0%
Total Expenditures	<u>\$ 153,309,901</u>	<u>\$ 152,796,723</u>	<u>\$ 27,086,097</u>	<u>\$ 125,710,626</u>	<u>17.7%</u>
<b>Other Sources &amp; Uses</b>					
Other sources	-	-	-		
Other uses	-	-	-		
Total Other Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>		
Excess (Deficiency) of Revenues over Expenditures	\$ -	511,618	11,039,223		
Fund Balance (estimated), 8-31-2025	<u>\$ 33,927,361</u>	<u>\$ 33,927,361</u>	<u>\$ 33,927,361</u>		
Fund Balance, Ending	<u>\$ 33,927,361</u>	<u>\$ 34,438,979</u>	<u>\$ 44,966,584</u>		

**BELTON ISD**  
**Statement of Unaudited Revenues and Expenditures Budget VS. Actual**  
**Child Nutrition (240)**  
**As of October 31, 2025**

		Adopted Budget	Amended 2025-26	Y-T-D Actual	Balance	Percent of Total
<b>Revenues</b>						
5700	Local Sources	\$ 2,605,000	\$ 2,605,000	\$ 569,206	\$ 2,035,794	21.9%
5800	State Sources	35,000	35,000	4,983	30,017	14.2%
5900	Federal Sources	5,600,000	5,600,000	620,361	4,979,639	11.1%
	<b>Total Revenues</b>	<b>\$ 8,240,000</b>	<b>\$ 8,240,000</b>	<b>\$ 1,194,550</b>	<b>\$ 7,045,450</b>	<b>14.5%</b>
<b>Expenditures</b>						
35	Food Services, Child Nutrition	\$ 9,471,432	\$ 9,471,432	\$ 1,501,974	\$ 7,969,458	15.9%
	<b>Total Expenditures</b>	<b>\$ 9,471,432</b>	<b>\$ 9,471,432</b>	<b>\$ 1,501,974</b>	<b>\$ 7,969,458</b>	<b>15.9%</b>
<b>Other Sources &amp; Uses</b>						
	Other sources	-	-	-		
	Other uses	-	-	-		
	<b>Total Other Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>		
	<b>Excess (Deficiency) of Revenues over Expenditures</b>	<b>(1,231,432)</b>	<b>(1,231,432)</b>	<b>(307,424)</b>		
	<b>Fund Balance (estimated), 8-31-2025</b>	<b>\$ 3,900,130</b>	<b>\$ 3,900,130</b>	<b>\$ 3,900,130</b>		
	<b>Fund Balance, Ending</b>	<b>\$ 2,668,698</b>	<b>\$ 2,668,698</b>	<b>\$ 3,592,706</b>		

**BELTON ISD**  
**Statement of Unaudited Revenues and Expenditures Budget VS. Actual**  
**Debt Service Fund (511)**  
**As of October 31, 2025**

		<u>Adopted Budget</u>	<u>Amended 2025-26</u>	<u>Y-T-D Actual</u>	<u>Balance</u>	<u>Percent of Total</u>
<b>Revenues</b>						
5700	Local Sources	\$ 22,479,530	\$ 22,479,530	\$ 113,467	\$ 22,366,063	0.5%
5800	State Sources	3,924,820	3,924,820	-	3,924,820	0.0%
5900	Federal Sources	-	-	-	-	0.0%
	Total Revenues	<u>\$ 26,404,350</u>	<u>\$ 26,404,350</u>	<u>\$ 113,467</u>	<u>\$ 26,290,883</u>	<u>0.4%</u>
<b>Expenditures</b>						
71	Debt Service	\$ 25,233,326	\$ 25,233,326	-	\$ 25,233,326	0.0%
	Total Expenditures	<u>\$ 25,233,326</u>	<u>\$ 25,233,326</u>	<u>\$ -</u>	<u>\$ 25,233,326</u>	<u>0.0%</u>
<b>Other Sources &amp; Uses</b>						
	Other sources	-	-	-		
	Other uses	-	-	-		
	Total Other Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>		
	Excess (Deficiency) of Revenues over Expenditures	1,171,024	1,171,024	113,467		
	Fund Balance (estimated), 8-31-2025	<u>\$ 16,339,981</u>	<u>\$ 16,339,981</u>	<u>\$ 16,339,981</u>		
	Fund Balance, Ending	<u><u>\$ 17,511,005</u></u>	<u><u>\$ 17,511,005</u></u>	<u><u>\$ 16,453,448</u></u>		

**BELTON ISD**  
**Bond Project Summary**  
**Bond Fund (622)**  
**As of October 31, 2025**

<b>Local</b>	<b>Project</b>	<b>Proposition Budget</b>	<b>Expenditures 10/31/2025</b>	<b>Open Purchase Orders</b>	<b>Available Budget</b>
E12	Elementary #12	\$ 40,064,028	\$ 37,412,367	\$ -	\$ 2,651,661
E13	Elementary #13	\$ 43,567,482	\$ 39,810,847	\$ 194,340	\$ 3,562,295
DPF	Delta Program Facility	\$ 2,500,000	\$ 3,941,155	\$ 765,826	\$ (2,206,981)
SWE	Southwest Elementary Addition	\$ 13,300,000	\$ 14,681,232	\$ 2,016,750	\$ (3,397,982)
			\$ -		\$ -
MEP	MEP, Roofing and Interior Finishes	\$ 8,942,812	\$ 5,204,278	\$ 4,279,755	\$ (541,222)
			\$ -		\$ -
SAF	Campus Safety + Security Upgrades	\$ 6,041,040	\$ 7,340,210	\$ 163,989	\$ (1,463,160)
			\$ -		\$ -
BHS	BHS Additions & Renovations	\$ 28,524,414	\$ 27,505,085	\$ 2,855,529	\$ (1,836,199)
			\$ -		\$ -
BNT	BNT Facility Upgrades	\$ 2,000,000	\$ -	\$ -	\$ 2,000,000
			\$ -		\$ -
LND	Land Acquisition	\$ 7,000,897	\$ 3,724,377	\$ -	\$ 3,276,520
			\$ -		\$ -
LBM	Fine Arts & Locker Room Addition	\$ 8,582,703	\$ 9,887,490	\$ 431,595	\$ (1,736,382)
			\$ -		\$ -
TEC	Technology Infrastructure	\$ 676,624	\$ -	\$ -	\$ 676,624
			\$ -		\$ -
BUS	New Buses	\$ 5,625,000	\$ 4,130,517	\$ -	\$ 1,494,483
			\$ -		\$ -
AGR	Agriculture Facility	\$ 2,000,000	\$ 3,831,423	\$ 24,676	\$ (1,856,099)
		<u>\$ 168,825,000</u>	<u>\$ 157,468,981</u>	<u>\$ 10,732,461</u>	<u>\$ 641,439</u>
DEV	Technology Devices	\$ 5,000,000	\$ 4,999,771	\$ -	\$ 229
		<u>\$ 173,825,000</u>	<u>\$ 162,468,752</u>	<u>\$ 10,732,461</u>	<u>\$ 641,668</u>

Belton ISD

# Investment Report

As of October 31, 2025

158



**M E E D E R**

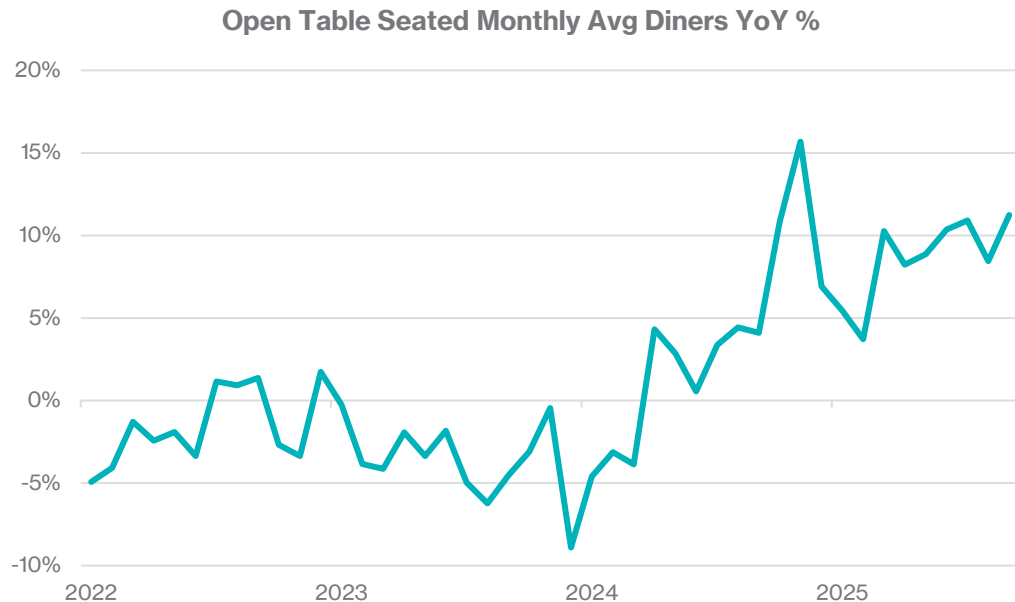
**PUBLIC FUNDS**

# OBSERVATIONS AND EXPECTATIONS

- Fed lowered the Fed Funds rate by 0.25% at the October 29th meeting
- Labor market continued to show signs of slowing
- U.S. Treasury rates for the 2Y and 5Y are near their lowest levels of the year
- Wealthy Americans continue to drive consumer spending higher
- Atlanta Fed's GDPNowcast is projecting a 3.9% GDP for Q3 2025

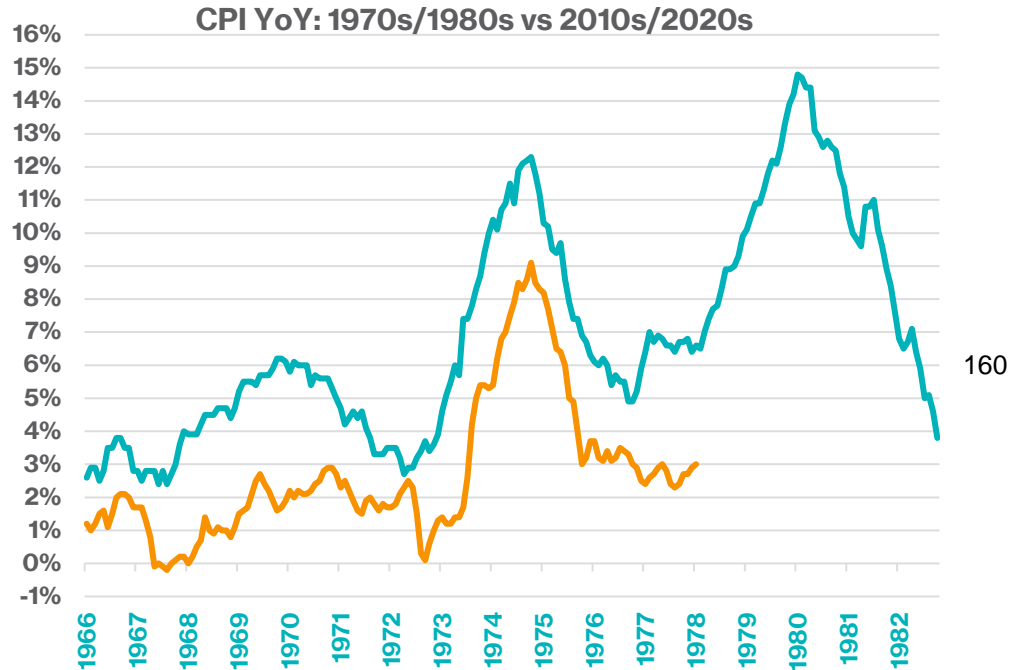
159

- Since the start of the year, the number of consumers dining out has risen an average of 8.4% on an annual basis, well above the 2.1% in 2024 and an even larger recovery from a decline of 2.7% in 2023.
- Additionally, adjusted for inflation, spending at restaurants and bars rose 3.5% annually in September.

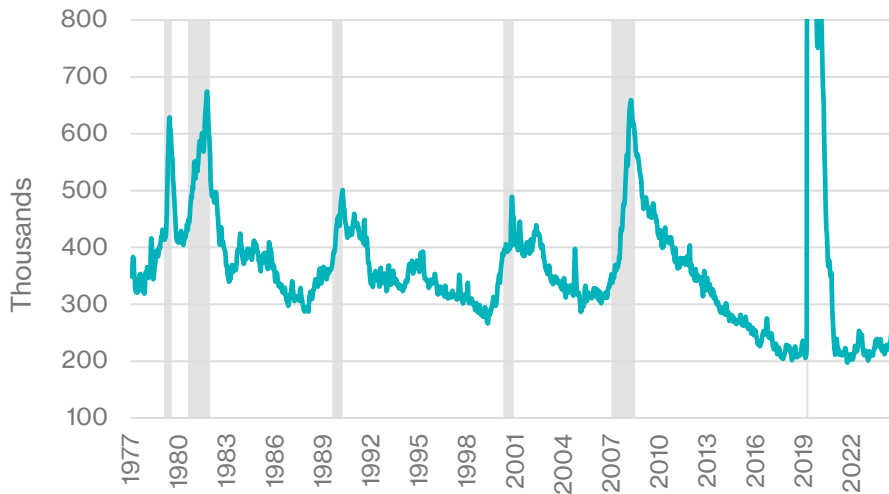


- Some market pundits believe inflation will follow a similar pattern as it did in the 1970s/80s and have a resurgence to higher levels.
- We don't expect that to happen due to the significantly different factors occurring now versus the 1970s/80s, such as demographics and technology.
- 

SOURCES: BLOOMBERG



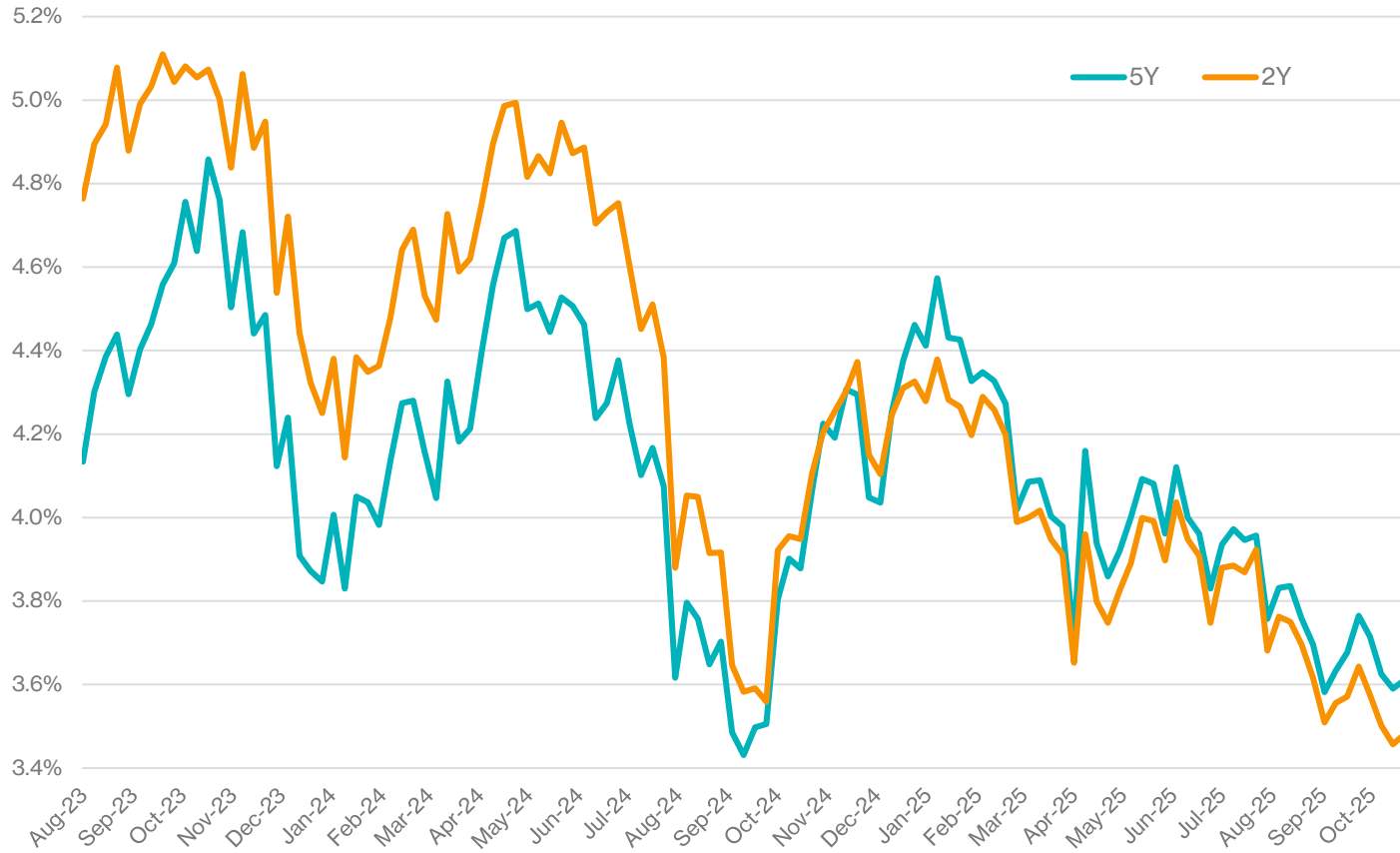
### Weekly Unemployment Claims - 4 Week Avg



- The labor market has softened by some measures the past few months.
- This has been the primary reason stated by the Fed to prompt more rate cuts in the future.
- However, weekly unemployment claims remain near historically low levels.

SOURCE: BLOOMBERG – GRAPH AXIS IS CUT OFF DUE TO COVID DATA EXTREME LEVELS – SHADED AREAS ARE RECESSIONS

### 2Y and 5Y U.S. Treasury Rates



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Accrued Interest Schedule	15	
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## Portfolio Summary

# 4.01

Weighted Average Yield to Maturity

# 0.00

Weighted Average Maturity (Years)

# 0.00

Portfolio Effective Duration (Years)

# 0.00

Weighted Average Life (Years)

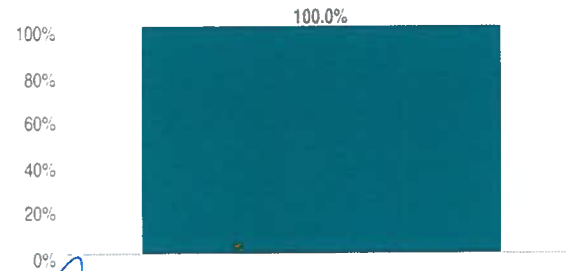
# AAA

Average Credit Rating

## Portfolio Position

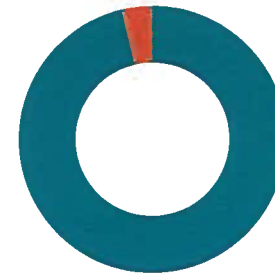
Par Value	\$ 101,996,246
Principal Cost	\$ 101,996,246
Book Value	\$ 101,996,246 <sup>163</sup>
Market Value	\$ 101,996,246
Unrealized Gain/Loss	\$0
Accrued Interest	\$0

## Maturity Distribution



*Carol Malcik*  
1 Day  
Carol Malcik, Finance Director

## Sector Allocation



● LGIP	96.34%
● Money Market Funds	3.66%

*Melissa Lafferty*  
Melissa Lafferty, Chief Financial Officer

11.6.25

Date

11.7.25

Date

# Portfolio Overview

SECURITY TYPE	PAR VALUE	MARKET VALUE	BOOK VALUE	% OF PORTFOLIO	DAYS TO MATURITY	YIELD
LGIP	98,260,555.90	98,260,555.90	98,260,555.90	96.34%	1	4.16
Money Market Funds	3,735,689.76	3,735,689.76	3,735,689.76	3.66%	1	0.00
<b>TOTAL</b>	<b>101,996,245.66</b>	<b>101,996,245.66</b>	<b>101,996,245.66</b>	<b>100.00%</b>	<b>1</b>	<b>4.01</b>
164						
<b>CASH AND ACCRUED INTEREST</b>						
Purchased Accrued Interest		0.00	0.00			
<b>TOTAL CASH AND INVESTMENTS</b>	<b>101,996,245.66</b>	<b>101,996,245.66</b>	<b>101,996,245.66</b>		<b>1</b>	<b>4.01</b>
<b>TOTAL EARNINGS</b>						
	<b>CURRENT MONTH</b>					
	335,757.79					

## Summary by Type

SECURITY TYPE	# OF SECURITIES	PAR VALUE	BOOK VALUE	% OF PORTFOLIO	YIELD	DAYS TO FINAL MATURITY
<b>2022 BOND FUND</b>						
LGIP	3	28,500,134.41	28,500,134.41	27.94	4.14	1
Money Market Funds	1	330,599.89	330,599.89	0.32	0.00	1
<b>TOTAL</b>	<b>4</b>	<b>28,830,734.30</b>	<b>28,830,734.30</b>	<b>28.27</b>	<b>4.09</b>	<b>1</b>
<b>CONSTRUCTION FUNDS</b>						
LGIP	1	10,743.20	10,743.20	0.01	4.08	165
Money Market Funds	2	960.87	960.87	0.00	0.00	1
<b>TOTAL</b>	<b>3</b>	<b>11,704.07</b>	<b>11,704.07</b>	<b>0.01</b>	<b>3.75</b>	<b>1</b>
<b>DEBT SERVICE FUNDS</b>						
LGIP	3	16,774,415.12	16,774,415.12	16.45	4.20	1
Money Market Funds	1	25,080.63	25,080.63	0.02	0.00	1
<b>TOTAL</b>	<b>4</b>	<b>16,799,495.75</b>	<b>16,799,495.75</b>	<b>16.47</b>	<b>4.19</b>	<b>1</b>
<b>GENERAL FUND</b>						
LGIP	6	52,975,263.17	52,975,263.17	51.94	4.17	1
Money Market Funds	2	3,379,048.37	3,379,048.37	3.31	0.00	1
<b>TOTAL</b>	<b>8</b>	<b>56,354,311.54</b>	<b>56,354,311.54</b>	<b>55.25</b>	<b>3.92</b>	<b>1</b>
<b>GRAND TOTAL</b>	<b>19</b>	<b>101,996,245.66</b>	<b>101,996,245.66</b>	<b>100.00</b>	<b>4.01</b>	<b>1</b>



## Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
<b>2022 BOND FUND</b>												
<b>LGIP</b>												
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	10/31/2025 10/31/2025	3,181,645.86	3,181,645.86 0.00	3,181,645.86	4.23		1	1.00 3,181,645.86	0.00 3,181,645.86	3.12	AAA
TEXSTAR	TexSTAR	10/31/2025 10/31/2025	15,056,094.52	15,056,094.52 0.00	15,056,094.52	4.08		1	1.00 15,056,094.52	0.00 15,056,094.52	14.76	AAA
TXCLASS	Texas CLASS	10/31/2025 10/31/2025	10,262,394.03	10,262,394.03 0.00	10,262,394.03	4.19		1	1.00 10,262,394.03	0.00 10,262,394.03	10.06	AAA
<b>LGIP TOTAL</b>			<b>28,500,134.41</b>	<b>28,500,134.41</b> <b>0.00</b>	<b>28,500,134.41</b>	<b>4.14</b>		<b>1</b>	<b>1.00</b> <b>28,500,134.41</b>	<b>0.00</b> <b>28,500,134.41</b>	<b>27.94</b>	<b>AAA</b>
<b>MONEY MARKET FUNDS</b>												
46-8635-0176	PNC Government Checking Account	10/31/2025 10/31/2025	330,599.89	330,599.89 0.00	330,599.89	0.00		1	1.00 330,599.89	0.00 330,599.89	0.32	NA NA
<b>MONEY MARKET FUNDS TOTAL</b>			<b>330,599.89</b>	<b>330,599.89</b> <b>0.00</b>	<b>330,599.89</b>	<b>0.00</b>		<b>1</b>	<b>1.00</b> <b>330,599.89</b>	<b>0.00</b> <b>330,599.89</b>	<b>0.32</b>	<b>NA</b>
<b>2022 BOND FUND TOTAL</b>			<b>28,830,734.30</b>	<b>28,830,734.30</b> <b>0.00</b>	<b>28,830,734.30</b>	<b>4.09</b>		<b>1</b>	<b>1.00</b> <b>28,830,734.30</b>	<b>0.00</b> <b>28,830,734.30</b>	<b>28.27</b>	<b>AAA</b>
<b>CONSTRUCTION FUNDS</b>												
<b>LGIP</b>												
TEXPOOL	TexPool	10/31/2025 10/31/2025	10,743.20	10,743.20 0.00	10,743.20	4.08		1	1.00 10,743.20	0.00 10,743.20	0.01	AAA
<b>LGIP TOTAL</b>			<b>10,743.20</b>	<b>10,743.20</b> <b>0.00</b>	<b>10,743.20</b>	<b>4.08</b>		<b>1</b>	<b>1.00</b> <b>10,743.20</b>	<b>0.00</b> <b>10,743.20</b>	<b>0.01</b>	<b>AAA</b>
<b>MONEY MARKET FUNDS</b>												
49-5257-2338	PNC Corporate Busi- ness Account	10/31/2025 10/31/2025	620.87	620.87 0.00	620.87	0.00		1	1.00 620.87	0.00 620.87	0.00	NA NA
49-4234-4745	PNC Corporate Busi- ness Account	10/31/2025 10/31/2025	340.00	340.00 0.00	340.00	0.00		1	1.00 340.00	0.00 340.00	0.00	NA NA
<b>MONEY MARKET FUNDS TOTAL</b>			<b>960.87</b>	<b>960.87</b> <b>0.00</b>	<b>960.87</b>	<b>0.00</b>		<b>1</b>	<b>1.00</b> <b>960.87</b>	<b>0.00</b> <b>960.87</b>	<b>0.00</b>	<b>NA</b>
<b>CONSTRUCTION FUNDS TOTAL</b>			<b>11,704.07</b>	<b>11,704.07</b> <b>0.00</b>	<b>11,704.07</b>	<b>3.75</b>		<b>1</b>	<b>1.00</b> <b>11,704.07</b>	<b>0.00</b> <b>11,704.07</b>	<b>0.01</b>	<b>AAA</b>
<b>DEBT SERVICE FUNDS</b>												



## Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
<b>LGIP</b>												
TEXSTAR	TexSTAR	10/31/2025 10/31/2025	2,465,568.51	2,465,568.51 0.00	2,465,568.51	4.08		1	1.00 2,465,568.51	0.00 2,465,568.51	2.42	AAA
TEXPRIME	TexPool Prime	10/31/2025 10/31/2025	9,763,139.74	9,763,139.74 0.00	9,763,139.74	4.21		1	1.00 9,763,139.74	0.00 9,763,139.74	9.57	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	10/31/2025 10/31/2025	4,545,706.87	4,545,706.87 0.00	4,545,706.87	4.23		1	1.00 4,545,706.87	0.00 4,545,706.87	4.46	AAA 167
<b>LGIP TOTAL</b>			<b>16,774,415.12</b>	<b>16,774,415.12</b> <b>0.00</b>	<b>16,774,415.12</b>	<b>4.20</b>		<b>1</b>	<b>1.00</b> <b>16,774,415.12</b>	<b>0.00</b> <b>16,774,415.12</b>	<b>16.45</b>	<b>AAA</b>
<b>MONEY MARKET FUNDS</b>												
49-4026-8128	PNC Corporate Busi- ness Account	10/31/2025 10/31/2025	25,080.63	25,080.63 0.00	25,080.63	0.00		1	1.00 25,080.63	0.00 25,080.63	0.02	NA NA
<b>MONEY MARKET FUNDS TOTAL</b>			<b>25,080.63</b>	<b>25,080.63</b> <b>0.00</b>	<b>25,080.63</b>	<b>0.00</b>		<b>1</b>	<b>1.00</b> <b>25,080.63</b>	<b>0.00</b> <b>25,080.63</b>	<b>0.02</b>	<b>NA</b>
<b>DEBT SERVICE FUNDS TOTAL</b>			<b>16,799,495.75</b>	<b>16,799,495.75</b> <b>0.00</b>	<b>16,799,495.75</b>	<b>4.19</b>		<b>1</b>	<b>1.00</b> <b>16,799,495.75</b>	<b>0.00</b> <b>16,799,495.75</b>	<b>16.47</b>	<b>AAA</b>

### GENERAL FUND

<b>LGIP</b>												
TEXSTAR	TexSTAR	10/31/2025 10/31/2025	9,162,640.88	9,162,640.88 0.00	9,162,640.88	4.08		1	1.00 9,162,640.88	0.00 9,162,640.88	8.98	AAA
TXCLASS	Texas CLASS	10/31/2025 10/31/2025	1.03	1.03 0.00	1.03	4.19		1	1.00 1.03	0.00 1.03	0.00	AAA
LSGO	Lone Star Invest Pool - Government Overnight	10/31/2025 10/31/2025	72.58	72.58 0.00	72.58	4.05		1	1.00 72.58	0.00 72.58	0.00	AAA
TEXPRIME	TexPool Prime	10/31/2025 10/31/2025	1,294,125.88	1,294,125.88 0.00	1,294,125.88	4.21		1	1.00 1,294,125.88	0.00 1,294,125.88	1.27	AAA
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	10/31/2025 10/31/2025	29,927,149.51	29,927,149.51 0.00	29,927,149.51	4.23		1	1.00 29,927,149.51	0.00 29,927,149.51	29.34	AAA
TEXPOOL	TexPool	10/31/2025 10/31/2025	12,591,273.29	12,591,273.29 0.00	12,591,273.29	4.08		1	1.00 12,591,273.29	0.00 12,591,273.29	12.34	AAA
<b>LGIP TOTAL</b>			<b>52,975,263.17</b>	<b>52,975,263.17</b> <b>0.00</b>	<b>52,975,263.17</b>	<b>4.17</b>		<b>1</b>	<b>1.00</b> <b>52,975,263.17</b>	<b>0.00</b> <b>52,975,263.17</b>	<b>51.94</b>	<b>AAA</b>
<b>MONEY MARKET FUNDS</b>												



## Position Statement

CUSIP	DESCRIPTION	TRADE DATE SETTLE DATE	PAR VALUE	PRINCIPAL COST PURCHASED INTEREST	TOTAL COST	YIELD TO MATURITY	MATURITY DATE	DAYS TO MATURITY	MARKET PRICE MARKET VALUE	UNREALIZED GAIN/LOSS BOOK VALUE	% OF MV	MOODY'S S&P RATING
49-4026-8101	PNC Corporate Business Account	10/31/2025 10/31/2025	2,295,733.83	2,295,733.83 0.00	2,295,733.83	0.00		1	1.00 2,295,733.83	0.00 2,295,733.83	2.25	NA NA
49-4026-8136	PNC Corporate Business Account	10/31/2025 10/31/2025	1,083,314.54	1,083,314.54 0.00	1,083,314.54	0.00		1	1.00 1,083,314.54	0.00 1,083,314.54	1.06	NA NA
<b>MONEY MARKET FUNDS TOTAL</b>			<b>3,379,048.37</b>	<b>3,379,048.37</b> <b>0.00</b>	<b>3,379,048.37</b>	<b>0.00</b>		<b>1</b>	<b>1.00</b> <b>3,379,048.37</b>	<b>0.00</b> <b>3,379,048.37</b>	<b>3.31</b>	<b>NA</b>
<b>GENERAL FUND TOTAL</b>			<b>56,354,311.54</b>	<b>56,354,311.54</b> <b>0.00</b>	<b>56,354,311.54</b>	<b>3.92</b>		<b>1</b>	<b>1.00</b> <b>56,354,311.54</b>	<b>0.00</b> <b>56,354,311.54</b>	<b>55.25</b>	<b>AAA</b>
168												
<b>GRAND TOTAL</b>			<b>101,996,245.66</b>	<b>101,996,245.66</b> <b>0.00</b>	<b>101,996,245.66</b>	<b>4.01</b>		<b>1</b>	<b>1.00</b> <b>101,996,245.66</b>	<b>0.00</b> <b>101,996,245.66</b>	<b>100.00</b>	<b>AAA</b>

## Cash Reconciliation Report

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## Transaction Statement

**NO ACTIVITY DURING  
CURRENT PERIOD**

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## Amortization Schedule

CUSIP	DESCRIPTION	PAR VALUE	PRINCIPAL COST	ORIGINAL PREMIUM OR DISCOUNT	BEGINNING BOOK VALUE	CURRENT PERIOD AMORT	ENDING BOOK VALUE	TOTAL AMORTIZATION	UNAMORTIZED BALANCE
<b>GRAND TOTAL</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

## Accrued Interest Schedule

IDENTIFIER	DESCRIPTION	SETTLE DATE	PAR VALUE	PRINCIPAL COST	BEGINNING ACCRUED INTEREST	PURCHASED INTEREST	CURRENT PERIOD ACCRUAL	INTEREST RECEIVED	ENDING ACCRUED INTEREST
<b>2022 BOND FUND</b>									
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	2025-10-31	3,181,645.86	3,181,645.86	0.00	0.00	11,532.44	11,532.44	0.00
46-8635-0176	PNC Government Checking Account	2025-10-31	330,599.89	330,599.89	0.00	0.00	0.00	0.00	0.00
TEXSTAR	TexSTAR	2025-10-31	15,056,094.52	15,056,094.52	0.00	0.00	54,427.27	54,427.27	0.00
TXCLASS	Texas CLASS	2025-10-31	10,262,394.03	10,262,394.03	0.00	0.00	37,191.98	37,191.98	0.00
<b>TOTAL</b>			<b>28,830,734.30</b>	<b>28,830,734.30</b>	<b>0.00</b>	<b>0.00</b>	<b>103,151.69</b>	<b>103,151.69</b>	<b>172.00</b>
<b>CONSTRUCTION FUNDS</b>									
49-5257-2338	PNC Corporate Business Account	2025-10-31	620.87	620.87	0.00	0.00	0.87	0.87	0.00
49-4234-4745	PNC Corporate Business Account	2025-10-31	340.00	340.00	0.00	0.00	0.00	0.00	0.00
TEXPOOL	TexPool	2025-10-31	10,743.20	10,743.20	0.00	0.00	37.68	37.68	0.00
<b>TOTAL</b>			<b>11,704.07</b>	<b>11,704.07</b>	<b>0.00</b>	<b>0.00</b>	<b>38.55</b>	<b>38.55</b>	<b>0.00</b>
<b>DEBT SERVICE FUNDS</b>									
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	2025-10-31	4,545,706.87	4,545,706.87	0.00	0.00	16,476.73	16,476.73	0.00
49-4026-8128	PNC Corporate Business Account	2025-10-31	25,080.63	25,080.63	0.00	0.00	0.00	0.00	0.00
TEXPRIME	TexPool Prime	2025-10-31	9,763,139.74	9,763,139.74	0.00	0.00	35,070.95	35,070.95	0.00
TEXSTAR	TexSTAR	2025-10-31	2,465,568.51	2,465,568.51	0.00	0.00	8,590.55	8,590.55	0.00
<b>TOTAL</b>			<b>16,799,495.75</b>	<b>16,799,495.75</b>	<b>0.00</b>	<b>0.00</b>	<b>60,138.23</b>	<b>60,138.23</b>	<b>0.00</b>
<b>GENERAL FUND</b>									
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	2025-10-31	29,927,149.51	29,927,149.51	0.00	0.00	91,610.00	91,610.00	0.00
LSGO	Lone Star Invest Pool - Government Overnight	2025-10-31	72.58	72.58	0.00	0.00	0.25	0.25	0.00
49-4026-8101	PNC Corporate Business Account	2025-10-31	2,295,733.83	2,295,733.83	0.00	0.00	0.00	0.00	0.00
49-4026-8136	PNC Corporate Business Account	2025-10-31	1,083,314.54	1,083,314.54	0.00	0.00	0.00	0.00	0.00
TEXPOOL	TexPool	2025-10-31	12,591,273.29	12,591,273.29	0.00	0.00	44,241.55	44,241.55	0.00
TEXPRIME	TexPool Prime	2025-10-31	1,294,125.88	1,294,125.88	0.00	0.00	4,652.92	4,652.92	0.00
TEXSTAR	TexSTAR	2025-10-31	9,162,640.88	9,162,640.88	0.00	0.00	31,924.60	31,924.60	0.00

## Accrued Interest Schedule

IDENTIFIER	DESCRIPTION	SETTLE DATE	PAR VALUE	PRINCIPAL COST	BEGINNING ACCRUED INTEREST	PURCHASED INTEREST	CURRENT PERIOD ACCRUAL	INTEREST RECEIVED	ENDING ACCRUED INTEREST
TXCLASS	Texas CLASS	2025-10-31	1.03	1.03	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>			<b>56,354,311.54</b>	<b>56,354,311.54</b>	<b>0.00</b>	<b>0.00</b>	<b>172,429.32</b>	<b>172,429.32</b>	<b>0.00</b>
<b>GRAND TOTAL</b>			<b>101,996,245.66</b>	<b>101,996,245.66</b>	<b>0.00</b>	<b>0.00</b>	<b>335,757.79</b>	<b>335,757.79</b>	<b>0.00</b>

## Earnings by Fund

CUSIP	DESCRIPTION	ENDING PAR VALUE	BEGINNING BOOK VALUE	ENDING BOOK VALUE	FINAL MATURITY	COUPON RATE	YIELD	INTEREST EARNED	NET AMORTIZATION/ACCRETION INCOME	NET REALIZED GAIN/LOSS	ADJUSTED INTEREST EARNINGS
<b>2022 BOND FUND</b>											
46-8635-0176	PNC Government Checking Account	330,599.89	168,793.70	330,599.89	10/31/2025	0.00	0.00	0.00	0.00	0.00	0.00
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	3,181,645.86	3,170,113.42	3,181,645.86	10/31/2025	0.00	4.23	11,532.44	0.00	0.00	11,532.44
TEXSTAR	TexSTAR	15,056,094.52	17,501,667.25	15,056,094.52	10/31/2025	5.30	4.08	54,427.27	0.00	0.00	54,427.27
TXCLASS	Texas CLASS	10,262,394.03	10,225,202.05	10,262,394.03	10/31/2025	0.00	4.19	37,191.98	0.00	0.00	37,191.98
<b>TOTAL</b>		<b>28,830,734.30</b>	<b>31,065,776.42</b>	<b>28,830,734.30</b>		<b>2.77</b>	<b>4.09</b>	<b>103,151.69</b>	<b>0.00</b>	<b>0.00</b>	<b>103,151.69</b>
<b>CONSTRUCTION FUNDS</b>											
49-4234-4745	PNC Corporate Business Account	340.00	248.00	340.00	10/31/2025	0.00	0.00	0.00	0.00	0.00	0.00
49-5257-2338	PNC Corporate Business Account	620.87	620.00	620.87	10/31/2025	0.00	0.00	0.87	0.00	0.00	0.87
TEXPOOL	TexPool	10,743.20	10,705.52	10,743.20	10/31/2025	5.34	4.08	37.68	0.00	0.00	37.68
<b>TOTAL</b>		<b>11,704.07</b>	<b>11,573.52</b>	<b>11,704.07</b>		<b>4.90</b>	<b>3.75</b>	<b>38.55</b>	<b>0.00</b>	<b>0.00</b>	<b>38.55</b>
<b>DEBT SERVICE FUNDS</b>											
49-4026-8128	PNC Corporate Business Account	25,080.63	25,080.63	25,080.63	10/31/2025	0.00	0.00	0.00	0.00	0.00	0.00
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	4,545,706.87	4,529,230.14	4,545,706.87	10/31/2025	0.00	4.23	16,476.73	0.00	0.00	16,476.73
TEXPRIME	TexPool Prime	9,763,139.74	9,673,794.39	9,763,139.74	10/31/2025	4.50	4.21	35,070.95	0.00	0.00	35,070.95
TEXSTAR	TexSTAR	2,465,568.51	2,456,977.96	2,465,568.51	10/31/2025	5.30	4.08	8,590.55	0.00	0.00	8,590.55
<b>TOTAL</b>		<b>16,799,495.75</b>	<b>16,685,083.12</b>	<b>16,799,495.75</b>		<b>3.39</b>	<b>4.19</b>	<b>60,138.23</b>	<b>0.00</b>	<b>0.00</b>	<b>60,138.23</b>
<b>GENERAL FUND</b>											
49-4026-8101	PNC Corporate Business Account	2,295,733.83	1,710,473.12	2,295,733.83	10/31/2025	0.00	0.00	0.00	0.00	0.00	0.00
49-4026-8136	PNC Corporate Business Account	1,083,314.54	3,468,527.71	1,083,314.54	10/31/2025	0.00	0.00	0.00	0.00	0.00	0.00
LSCOP	Lone Star Invest Pool - Corp Overnight Plus Fund	29,927,149.51	24,870,072.13	29,927,149.51	10/31/2025	0.00	4.23	91,610.00	0.00	0.00	91,610.00
LSGO	Lone Star Invest Pool - Government Overnight	72.58	72.33	72.58	10/31/2025	0.00	4.05	0.25	0.00	0.00	0.25
TEXPOOL	TexPool	12,591,273.29	12,925,421.80	12,591,273.29	10/31/2025	5.34	4.08	44,241.55	0.00	0.00	44,241.55
TEXPRIME	TexPool Prime	1,294,125.88	1,289,472.96	1,294,125.88	10/31/2025	4.50	4.21	4,652.92	0.00	0.00	4,652.92



## Earnings by Fund

CUSIP	DESCRIPTION	ENDING PAR VALUE	BEGINNING BOOK VALUE	ENDING BOOK VALUE	FINAL MATURITY	COUPON RATE	YIELD	INTEREST EARNED	NET AMORTIZATION/ACCRETION INCOME	NET REALIZED GAIN/LOSS	ADJUSTED INTEREST EARNINGS
TEXSTAR	TexSTAR	9,162,640.88	9,130,716.28	9,162,640.88	10/31/2025	5.30	4.08	31,924.60	0.00	0.00	31,924.60
TXCLASS	Texas CLASS	1.03	1.03	1.03	10/31/2025	0.00	4.19	0.00	0.00	0.00	0.00
<b>TOTAL</b>		<b>56,354,311.54</b>	<b>53,394,757.36</b>	<b>56,354,311.54</b>		<b>2.16</b>	<b>3.92</b>	<b>172,429.32</b>	<b>0.00</b>	<b>0.00</b>	<b>172,429.32</b>
<b>GRAND TOTAL</b>		<b>101,996,245.66</b>	<b>101,157,190.42</b>	<b>101,996,245.66</b>		<b>2.53</b>	<b>4.01</b>	<b>335,757.79</b>	<b>0.00</b>	<b>0.00</b>	<b>335,757.79</b>

## Disclosure

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**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**  
**November 17, 2025**

**Item:** Gifts, Grants, and Bequests

**Contact Person:** Melissa Lafferty

**Presented for:**  Action     Report Only

**Supporting Documents:**     None     Attached     Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

The District accepts gifts, grants, and bequests from many different sources each school year for the benefit of its students and programs. Policy CDC(LOCAL) gives authority to the Superintendent to accept most gifts, grants, or bequests.

**Fiscal Implications:**

Attached for your information is a list of donations that have been accepted. Budget amendments required for the expenditure of these funds will be presented as needed.

**Administrative Recommendation(s):**

Information only.

**Gifts, Grants, and Bequests  
November 17, 2025**

Source of Other Revenue/In Kind Donations	Type	Amount/ Value	Date	District, Campus, or Program	Intended Use
KAM-Homebuilders, Ltd.	Check	\$3,000	10/20/2025	Lakewood Elementary	For the Principal to use at her discretion
Thrivent	Gift Card	\$250	10/1/2025	Project Heartbeat	Resource Center Clothing Racks

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Budget Amendment #2 for 2025-2026

**Contact Person:** Melissa Lafferty

**Presented for:**    Action     Report Only

**Supporting Documents:**    None    Attached    Provided Later

**District Goal or Objective Addressed:**

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

**Background Information:**

The Texas Education Agency (TEA) Financial Accountability System Resource Guide sets forth guidelines on budget amendments. Budget amendments are required by the State to reclassify appropriations at the level at which the budget is adopted. Belton ISD adopts budgets for the required funds at the functional level. Amendments which reclassify appropriations from one functional level to another should be approved by the Board. The budget may also be amended by the Board for changes in the level of its Revenue and Expenditures, CE(Legal/Local). Amendments are recorded in the District's Board minutes.

Budget amendments are presented monthly, as needed. The changes are described below.

**Fiscal Implications:**

**General Fund**

Expenditures

- **Instruction (11): (\$355)**
  - (\$355): Redistribute funds for various needs
- **Curriculum & Staff Development (13): \$170**
  - \$170: Redistribute funds for various needs
- **School Leadership (23): \$2,000**
  - \$2,000: Redistribute funds for various needs
- **Co-curricular Activities (36): (\$1,815)**
  - (\$1,815): Redistribute funds for various needs
- **Facilities Maintenance & Operations (51): \$36,096**
  - \$36,096: Redistribute funds for Utility Coverage
- **Data Processing Services (53): (\$36,096)**
  - (\$36,096): Redistribute funds for Utility Coverage
- **Facilities Acquisition & Construction (81): \$231,155**
  - \$231,155: Budget Revision for Tiger Field Reimbursement Resolution Project

The net effect of these expenditure amendments is a decrease of (\$231,155) to the fund balance.

**Administrative Recommendation(s):**

Approve amendments as presented.

**2025-26 Budget Amendment Proposed For Adoption By The Board Of Trustees**  
**Belton ISD - November 17, 2025**

Function	General Fund			
	Original Adopted Budget	Previously Amended Budget	Summary of Proposed Amendments	Proposed Amended Budget
<b>REVENUES</b>				
Local	\$ 50,511,930	\$ 50,527,418	-	50,527,418
State	101,422,971	101,405,923	-	101,405,923
Federal	1,375,000	1,375,000	-	1,375,000
	<b>153,309,901</b>	<b>153,308,341</b>	-	<b>153,308,341</b>
<b>EXPENDITURES</b>				
11 Instruction	82,233,007	81,972,764	(355)	81,972,409
12 Library & Media Services	1,771,816	1,771,816	-	1,771,816
13 Curriculum & Staff Development	3,895,773	3,703,861	170	3,704,031
21 Instructional Leadership	2,695,954	2,695,039	-	2,695,039
23 School Leadership	9,571,864	9,567,364	2,000	9,569,364
31 Guidance and Counseling Services	6,513,322	6,513,322	-	6,513,322
32 Social Work Services	264,611	187,446	-	187,446
33 Health Services	2,266,148	2,266,148	-	2,266,148
34 Student Transportation	6,708,711	6,724,199	-	6,724,199
35 School Nutrition	-	-	-	-
36 Co-curricular Activities	5,704,747	5,627,816	(1,815)	5,626,001
41 General Administration	4,292,262	4,292,262	-	4,292,262
51 Facilities Maintenance & Operations	17,184,660	17,184,660	36,096	17,220,756
52 Security and Monitoring	3,271,775	3,354,775	-	3,354,775
53 Data Processing Services	5,037,698	5,037,698	(36,096)	5,001,602
61 Community Services	-	-	-	-
71 Debt Service	356,810	356,810	-	356,810
81 Facilities Acquisition & Construction	-	-	231,155	231,155
93 Payments to fiscal agent	-	-	-	-
95 Payments to JJAEP	15,743	15,743	-	15,743
97 Tax Increment	750,000	750,000	-	750,000
99 Other Intergovernmental Charges	775,000	775,000	-	775,000
<b>Total Expenditures</b>	<b>153,309,901</b>	<b>152,796,723</b>	<b>231,155</b>	<b>153,027,878</b>
<b>Revenues Over (Under) Expenditures</b>	-	<b>511,618</b>	<b>(231,155)</b>	<b>280,463</b>
Other Sources	-	-	-	-
Other Uses	-	-	-	-
<b>Budgeted/Estimated Change in Fund Balance</b>	<b>\$ -</b>	<b>\$ 511,618</b>	<b>\$ (231,155)</b>	<b>\$ 280,463</b>

Budget amendments for these funds are required to be adopted by the Board of Trustees.

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Expenditures over \$50,000

**Contact Person:** Melissa Lafferty

**Presented for:**  Action     Report Only

**Supporting Documents:**  None     Attached     Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

Board Policy CH(LOCAL) requires that any single budgeted purchase of goods or services that costs \$50,000 or more shall require Board approval before a transaction may take place. The following list of proposed purchases is submitted for your consideration:

**Renewal of Blackswan Cybersecurity for Sentry Managed Security Services**

Sentry Management Security provides real-time monitoring, analysis and response for cybersecurity events 24 hours a day, 7 days a week, 365 days a year. The cost is \$85,097.50. Blackswan Cybersecurity participates in the TIPS Contract.

**Renewal of Unite Private Network LLC Segra for Wide Area Network**

Unite Private Network provides the District's essential dedicated fiber Wide Area Network (WAN). The cost is \$80,228. Unite Private Network participates in the TIPS Contract.

**Renewal of Cybernut Inc. for Cybersecurity**

Cybersecurity renewal for phishing awareness training and monitoring, detection, and prevention of inbound and outbound email threats. This renewal is for a 5-year term. The cost will be \$144,250. Cybernut Inc. participates in the TIPS contract.

**Longhorn Bus Sales for New Buses 2022 Bond Project**

This is the final purchase of buses funded by the 2022 Bond. These new buses are vital for fleet modernization, allowing us to replace older, high-mileage units and ensure full compliance with current Federal Motor Vehicle Safety Standards and State Safety Regulations. The cost is \$1,341,776 for eight new buses. Longhorn Bus Sales participates in the Buyboard Contract.

**Fiscal Implications:**

Blackswan Cybersecurity, Unite Private Network, and Cybernut Inc. will be funded by the General fund. Longhorn Bus Sales will be funded by 2022 Bond funds.

**Administrative Recommendation(s):**

Approve the requested expenditures as presented.

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** RFP #2509-675-395 for Kitchen Repairs and Services

**Contact Person:** Tammy Shannon

**Presented for:**  Action     Report Only

**Supporting Documents:**     None     Attached     Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

RFP #2509-675-395 for Kitchen Repairs and Services was posted on September 30, 2025. This solicitation was issued to procure kitchen repairs and services on an as-needed basis.

This solicitation is in accordance with Title 2 of the Code of Federal Regulations (2CR) Part 200, United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA). Pursuant to Section 2252.908 of Government Code, HB 1295 forms have been received and will be acknowledged on the Texas Ethics Commission website.

**Fiscal Implications:**

The funds for kitchen repairs and services are allocated in the annual budget.

**Administrative Recommendation(s):**

Approve the list of vendors in ranked order for kitchen repairs and services. This contract is effective from December 1, 2025, through November 30, 2026, with a one (1) year additional renewal option.

**COMBINED SCORING MATRIX  
KITCHEN REPAIRS AND SERVICES  
RFP # 2509-675-395**

<b>KITCHEN REPAIRS</b>	
Vendor Name	Total Points
Air System Designs LLC	285
Commercial Kitchen Parts and Service	246.862

<b>ELECTRICAL REPAIRS AND SERVICES</b>	
Vendor Name	Total Points
Air System Designs LLC	285
A&G Electric LLC	271.654

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<b>VENT HOOD FIRE SUPPRESSION INSPECTION</b>	
Vendor Name	Total Points
Firetrol Protection Systems	285

<b>GREASE TRAP CLEANING</b>	
Vendor Name	Total Points
Paramount Wastewater Solutions, LLC	264.726
Southwaste Disposal LLC	240

**\*\*Award vendors by ranked order in scoring matrix by service provided.**

**Effective through November 30, 2026, with one (1) year additional renewal option.**

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** RFP #2509-675-396 for Kitchen Equipment

**Contact Person:** Tammy Shannon

**Presented for:**  Action     Report Only

**Supporting Documents:**    None     Attached     Provided Later

**District Goal or Objective Addressed:**

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

**Background Information:**

RFP #2509-675-396 for Kitchen Equipment was posted on September 30, 2025. This solicitation was issued to procure kitchen equipment on an as-needed basis. The terms and conditions set in this solicitation allow the district to purchase from the next lowest proposer if the awarded vendor(s) increase pricing during the term of this proposal.

Ten (10) proposals were received, evaluated and ranked by a designated committee. Based on the review, the Administration recommends the Board approve the award to Jeans Restaurant Supply as the highest ranked vendor.

This solicitation is in accordance with Title 2 of the Code of Federal Regulations (2CR) Part 200, United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA).

Pursuant to Section 2252.908 of Government Code, HB 1295 forms have been received and will be acknowledged on the Texas Ethics Commission website.

**Fiscal Implications:**

The funds for kitchen equipment are allocated in the annual budget.

**Administrative Recommendation(s):**

Approve Jeans Restaurant Supply as the highest ranked vendor, with option to purchase from the next lowest proposer, if pricing terms and conditions become unfavorable. This contract will be effective through November 30, 2026, with no renewal options.

**BELTON INDEPENDENT SCHOOL DISTRICT**

Kitchen Equipment RFP# 2509-675-396

Combined Evaluation Matrix

<b>Vendors</b>	<b>Group Totals</b>
Jeans Restaurant Supply	257.28
Superior Equipment Supply Co	256.356
Ace Mart Restaurant Supply	250.742
Bargreen (Bargreen Ellingson Inc.)	246.442
Culinary Depot (Chefs Depot Inc)	245.758
Singer MS, LLC DBA	245.57
A-Tex Restaurant Supply, Inc.	242.673
Mission Restaurant Supply	241.73
Pueblo Hotel Supply	232.208
Douglas Equipment	226.628
Superior Equipment Supply Co (Alternate Proposed)	206

**Group Evaluation Matrix**

**Date Completed: 11/5/2025**

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Learning Acceleration Support Opportunities (LASO) Grant Applications

**Contact Person:** Gabi Niño

**Presented for:**  Action     Report Only

**Supporting Documents:**    None     Attached     Provided Later

**District Goal or Objective Addressed:**

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

**Background Information:**

The Texas Education Agency provides opportunities for school districts across the state to pursue Learning Acceleration Support Opportunities(LASO) Grants. The LASO Grant initiative is a competitive streamlined, consolidated grant application that bundles various state and federal funding opportunities to support academic acceleration across Texas public schools. Multiple competitive grants follow under the LASO initiative that focus on key strategies including implementing High-Quality Instructional Materials, strengthening instruction, and retaining and preparing teachers.

New this year, districts are required to obtain board consent for grant applications. Consent is requested to pursue multiple LASO grants as follows:

- **Leadership and Instructional Foundations (LIFT):**
  - District Implementation of Bluebonnet Math Curriculum
- **School Improvement Curriculum & Instruction Grant (SI CISG):**
  - Southwest Elementary and Chisholm Trail Elementary professional learning community support for reading language arts.
- **Educator Preparation and Retention (PREP):**
  - Mentorship Allotment - training for mentored teachers paired with novice teachers
  - Residency Allotment - contribution of funds to support salary of residents
  - Grow Your Own - partial tuition reimbursement towards bachelor degree and teacher certification

**Fiscal Implications:**

N/A

**Administrative Recommendation(s):'**

Authorize the administration to apply for competitive Learning Acceleration Support Opportunities (LASO) Grants as presented.

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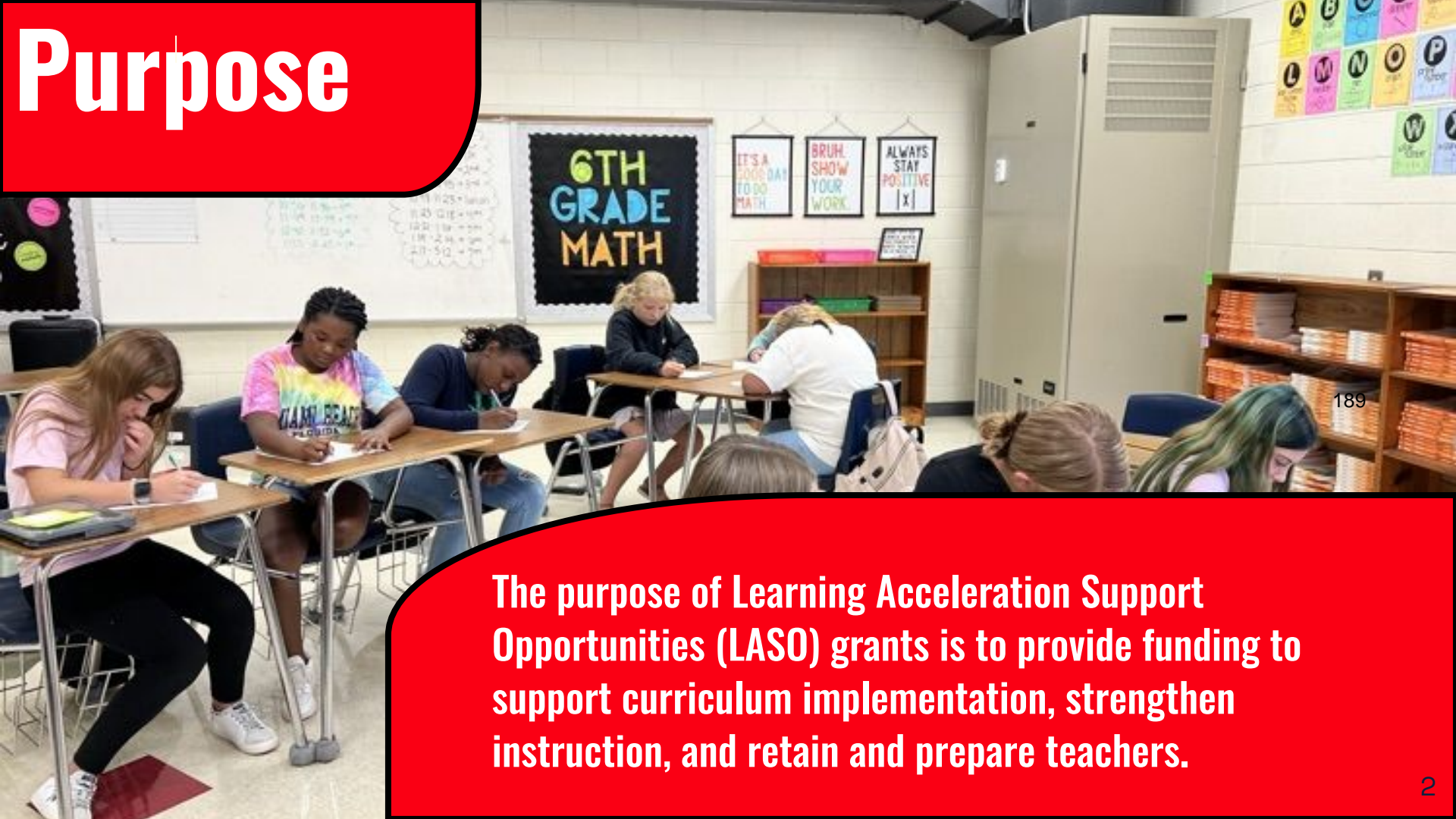
# Consent: Learning Acceleration Support Opportunities (LASO) Grant Applications

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**BELTON ISD BOARD OF TRUSTEES**  
REGULAR BOARD MEETING  
NOVEMBER 17, 2025



# Purpose



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**The purpose of Learning Acceleration Support Opportunities (LASO) grants is to provide funding to support curriculum implementation, strengthen instruction, and retain and prepare teachers.**

# LASO Cycle 4

## Curriculum & Instruction Grants:

The Leadership and Instructional Foundations for Texas (LIFT) Grant and School Improvement Curriculum & Instruction Grant (SI CISG) provides grant funds for technical assistance and partial salaries for district instructional positions to support the curriculum and instruction. 190

- Grant funding pays for district support for implementation, such as instructional support salaries or supplemental materials, as well as a required contract with a TEA-Approved Provider.
- Provides implementation support for math curriculum and supports for RLA at the elementary and middle school levels.

# LASO Cycle 4

LIFT funding varies depending on district engagement size and program year; funding is flexible and provided through the entire tenure of the program. Year 1 funding is awarded<sup>91</sup> through the **competitive LASO grant process**, whereas Year 2 & 3 funding is awarded through continuation grants. 70% of the award is required for technical assistance from an Approved Provider, and 30% is awarded to the district to support with salaries for instructional positions support implementation and supplemental materials.

# Curriculum and Instruction Grants

## Leadership and Instructional Foundations for Texas (LIFT & LIFT PLC)

- Applying for Elementary Math
- Pays for technical assistance, district instructional implementation support, supplemental materials
- Grant award would average \$600K for 3 years

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## School Improvement Curriculum & Instruction Grant (SI CISG)

- Applying for Chisholm Trail EL & Southwest EL
- Pays for technical assistance support for reading language arts district instructional support in professional learning communities
- Grant award would average \$200K for each campus

# LASO Cycle 4

## **Educator Preparation and Retention Allotment:**

- Three new guaranteed allotments, funded by HB 2, provides funding for up to 40 teachers per initiative
- Mentorship Allotment: Will provide training for mentor teachers, paired with novice teachers, and funding for stipends
- Residency Allotment: Will provide district \$10,000 per resident for contribution towards resident salaries
- Grow Your Own: Will provide district employees partial tuition reimbursement (\$8,000 - \$10,000) towards a bachelor's degree and teacher certification

# Educator Prep and Retention Allotment

## Mentorship Allotment

- \$3K per mentee teacher (up to 40 teachers)
- Can be used for Required State Training for Mentor Teachers and Mentor Teacher Stipends

## Residency Allotment

- \$10K per resident teacher + \$2K for SPED & Bilingual cert
- Contribution towards salary for resident teachers, Stipends for a host teacher

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## Grow Your Own Allotment

- \$8K per participating district employee + \$2K additional for serving on high-needs campuses

# Discussion



**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Resolution Regarding Votes Cast to Elect Directors for the Tax Appraisal District of Bell County for the Year 2026

**Contact Person:** Malinda Golden

**Presented for:** Action  Report Only

**Supporting Documents:** None  Attached  Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

The Bell County Tax Appraisal District is governed by a board of 3 directors who are elected and 5 directors who are appointed by the taxing units that participate in the district in accordance with *Texas Tax Code* §6.03(a). During the September 15, 2025, Regular Board Meeting, the Board of Trustees adopted a resolution nominating Todd Scott to the Bell County Tax Appraisal Board of Directors. Mr. Scott, who currently serves in this role for the Belton Independent School District, is the candidate the Administration recommends to continue to serve on the Tax Appraisal District Board of Directors. The Texas Property Tax Code determines the weight of an entity's vote based on the percentage of total tax levy they have. Belton ISD has been allotted 216 votes.

**Fiscal Implications:**

None.

**Administrative Recommendation(s):**

The Administration recommends the Board of Trustees cast 216 votes for Todd Scott for the Bell County Tax Appraisal District Board of Directors as presented.

Taxing Unit: **Belton Independent School District**

**RESOLUTION OF VOTES CAST TO ELECT DIRECTORS FOR THE TAX APPRAISAL DISTRICT OF BELL COUNTY FOR THE YEAR 2026**

WHEREAS, Section 6.03 (k) of the Texas Property Tax Code, requires that each taxing unit entitled to vote, cast their vote by Resolution and submit the results of that vote to the Chief Appraiser of the Tax Appraisal District of Bell County District before December 15<sup>th</sup>, 2025.

THEREFORE, the **Belton Independent School District** submits the attached Official Ballot, as issued by the Chief Appraiser, stating that the vote for candidates for the election of the Board of Directors for the Tax Appraisal District of Bell County District for 2026.

ACTION TAKEN this 17th day of November 2025, during the Regular Meeting of the governing body of the above-mentioned taxing unit; as authorized under Section 6.03 of the Texas Property Tax Code, for the purpose of casting votes to elect the Board of Directors for the Tax Appraisal District of Bell County.

**ATTEST:**

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**BOARD OF DIRECTORS NOMINEES**

**INSTRUCTION NOTE:**

Indicate your vote for the candidate or candidates of your choice by placing the number of votes in the blank beside the candidate or candidates' name.

ENTITY Belton ISD NUMBER OF VOTES 216

FULCHER, SAM	_____
MINTZ, OLIVER	_____
SCOTT, TODD	_____ 216 _____
WELLS, KENNY	_____
WILLIAMS, RICKEY	_____

**ATTEST:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Selection of Construction Delivery Method for Joe M. Pirtle Elementary HVAC Replacement 2022 Bond Project

**Contact Person:** Dr. Michael Morgan

**Presented for:**  Action      Report Only

**Supporting Documents:**  None      Attached      Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

The 2022 BISD Bond Program includes a project to replace existing HVAC systems at Joe M. Pirtle Elementary School. The Board approved Hendrix Consulting Engineers for design services for MEP Improvements included in the 2022 Bond Program at the March 24, 2025 Regular Meeting. The Joe M. Pirtle Elementary HVAC Replacement Project is among the multiple projects included in our design contract with Hendrix Consulting Engineers.

The Board is required to select the method of procurement that provides the best value to the District for construction of this project. Administration recommends the Competitive Sealed Proposal method as the delivery method offering the best value for construction of the Joe M. Pirtle Elementary HVAC Replacement Project.

**Fiscal Implications:**

The project would be funded from 2022 bond funds.

**Administrative Recommendation(s):**

Approve Competitive Sealed Proposals as the delivery method for Joe M. Pirtle Elementary HVAC replacement bond project and authorize the Superintendent to issue a Request for Competitive Sealed Proposals, establish a selection committee to evaluate and rank the proposals, and bring the recommended ranking back to the Board for approval and contract authorization.

**Belton Independent School District**  
**Board of Trustee Meeting Agenda Item**

**November 17, 2025**

**Item:** Water and Wastewater Utility Easement Agreement with the City of Belton at Hubbard Branch Property

**Contact Person:** Michael Morgan

**Presented for:**  Action     Report Only

**Supporting Documents:**     None     Attached     Provided Later

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**District Goal or Objective Addressed:**

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

**Background Information:**

The City of Belton is continuing infrastructure improvements to the Hubbard Branch development and has proposed a water and wastewater utility easement on the Belton ISD Hubbard Branch property along the Northeastern property line. The proposed easement is located on a portion of the BISD property that will not impact operations to the Hubbard Branch property and was planned as part of future development in the area which Hubbard Branch Elementary supports.

**Fiscal Implications:**

None.

**Administrative Recommendation(s):**

Approve the Utility Easement Agreement with the City of Belton located on the Hubbard Branch property, within the City of Belton, Bell County, Texas, and authorize the Board President to sign the City of Belton Utility Easement Agreement, as presented.

## City of Belton Utility Easement Agreement

**Notice of confidentiality rights: If you are a natural person, you may remove or strike any or all of the following information from any instrument that transfers an interest in real property before it is filed for record in the public records: your Social Security number or your driver's license number.**

Date: \_\_\_\_\_

Grantor: Belton Independent School District

Grantor's Mailing Address: 1220 Huey Drive, Belton TX 76513

Grantee: City of Belton, Texas

Grantee's Mailing Address: PO Box 120  
Belton, TX 76513

Easement Property: As described in Exhibit A (one labeled page)

Easement Purpose: For the purpose of erecting, installing, constructing, removing and adding soil, replacing, repairing, operating, using, inspecting, reconstructing, upgrading, modifying, removing and maintaining of water and wastewater utilities under the Easement Property (collectively, the "Facilities").

Consideration: Good and valuable consideration, the receipt and sufficiency of which are acknowledged by Grantor.

Grant of Easement: Grantor, for the Consideration and subject to the right of reverter described below and the additional terms and conditions stated herein, grants, sells, and conveys to Grantee and Grantee's heirs, successors, and assigns an easement under the Easement Property for the Easement Purpose for the benefit of the City of Belton, together with all and singular the rights and appurtenances thereto in any way belonging (collectively, the "Easement"), to have and to hold the Easement to Grantee and Grantee's heirs, successors, and assigns forever. Grantor's conveyance of the easement to Grantee is without express or implied warranty. All warranties that might arise by common law as well as the warranties in section 5.023 of the Texas Property Code (or its successor) are excluded.

Terms and Conditions: The following terms and conditions apply to the Easement granted by this agreement:

1. *Character of Easement; Right of Reverter.* The Easement is nonexclusive in accordance with Texas Local Government Code 272.001(1),
  - a. Grantee agrees to use the Easement in carrying out a purpose that benefits the public interest of Grantor, namely, the installation, use, and maintenance of wastewater utilities that service Grantor's facility on the Easement Property;
  - b. Grantor and Grantee shall cooperate in good faith in ensuring that said public purpose is effected and maintained; and
  - c. The title and right to the Easement shall revert to Grantor if Grantee ceases to use it in carrying out said public purpose for a period of 2 years after completion of construction.
  
2. *Duration of Easement.* The duration of the Easement is perpetual, subject to section 1 above.
  
3. *Reservation of Rights.* Grantee's right to use the Easement Property is nonexclusive, and Grantor reserves for Grantor and Grantor's heirs, successors, and assigns the right to use all or part of the Easement Property as long as such use by Grantor and Grantor's heirs, successors, and assigns does not interfere with the use of the Easement Property by Grantee for the Easement Purpose, and the right to convey to others the right to use all or part of the Easement Property, as long as such further conveyance is subject to the terms of this agreement.
  
4. *Improvement and Maintenance of Easement Property.* No walls, fences or barriers of any sort or kind shall be constructed or erected within the Easement Property which shall prevent or impair the use of the Easement Area in accordance with this Agreement. It is the Grantee's sole responsibility and expense to construct, maintain and repair the facilities within the Easement Property.
  
5. *Attorney's Fees.* If either party retains an attorney to enforce this agreement, the party prevailing in litigation is entitled to recover reasonable attorney's fees and court and other costs.
  
6. *Binding Effect.* This agreement binds and inures to the benefit of the parties and their respective heirs, successors, and permitted assigns.
  
7. *Choice of Law.* This agreement will be construed under the laws of the state of Texas, without regard to choice-of-law rules of any jurisdiction. Venue is in Bell County.
  
8. *Counterparts.* This agreement may be executed in any number of counterparts with the same effect as if all signatory parties had signed the same document. All counterparts will be construed together and will constitute one and the same instrument.
  
9. *Waiver of Default.* It is not a waiver of or consent to default if the non-defaulting party fails to declare immediately a default or delays in taking any action. Pursuit of any

remedies set forth in this agreement does not preclude pursuit of other remedies in this agreement or provided by law.

10. *Further Assurances.* Each signatory party agrees to execute and deliver any additional documents and instruments and to perform any additional acts necessary or appropriate to perform the terms, provisions, and conditions of this agreement and all transactions contemplated by this agreement.

11. *Integration.* This agreement contains the complete agreement of the parties and cannot be varied except by written agreement of the parties. The parties agree that there are no oral agreements, representations, or warranties that are not expressly set forth in this agreement.

12. *Legal Construction.* If any provision in this agreement is for any reason unenforceable, to the extent the unenforceability does not destroy the basis of the bargain among the parties, the unenforceability will not affect any other provision hereof, and this agreement will be construed as if the unenforceable provision had never been a part of the agreement. Whenever context requires, the singular will include the plural and neuter include the masculine or feminine gender, and vice versa. Article and section headings in this agreement are for reference only and are not intended to restrict or define the text of any section. This agreement will not be construed more or less favorably between the parties by reason of authorship or origin of language.

13. *Notices.* Any notice required or permitted under this agreement must be in writing. Any notice required by this agreement must be via United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address shown in this agreement. Any address for notice may be changed by written notice delivered as provided herein.

14. *Recitals.* Any recitals in this agreement are represented by the parties to be accurate, and constitute a part of the substantive agreement.

(Name)

\_\_\_\_\_  
Property Owner

STATE OF TEXAS       §

COUNTY OF \_\_\_\_\_ §

**BEFORE ME**, the undersigned authority, on this day personally appeared (Name), known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same for the purposes and consideration therein stated.

Given under my hand and seal of office this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Notary Public in and for the State of Texas

CITY OF BELTON, TEXAS

By: \_\_\_\_\_

(ACKNOWLEDGMENT)

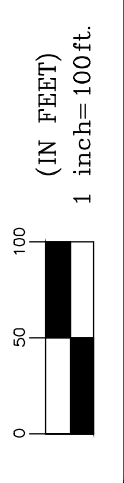
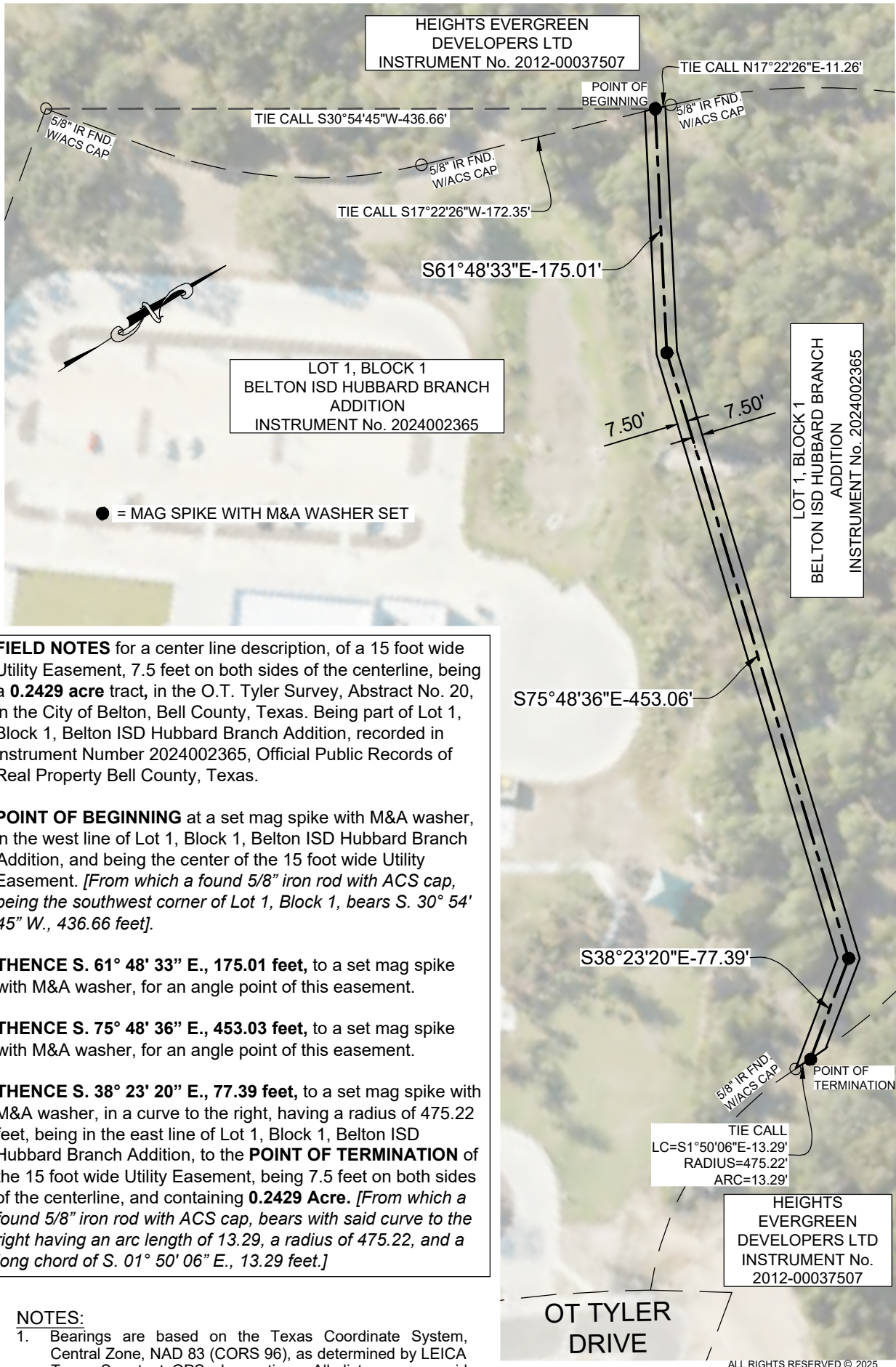
STATE OF TEXAS  
COUNTY OF BELL

This instrument was acknowledged before me on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_, by \_\_\_\_\_, in his capacity as \_\_\_\_\_ of the City of Belton, Texas, a Texas municipal corporation, on behalf of said corporation.

\_\_\_\_\_  
NOTARY PUBLIC, STATE OF TEXAS

**SURVEY DRAWING** of a 15 foot wide Utility Easement, 7.5 foot both sides of center line, for a **0.2429 acre tract**, in the O.T. Tyler Survey, Abstract No. 20, in the City of Belton, Bell County, Texas. Being part of Lot 1, Block 1, Belton ISD Hubbard Branch Addition, recorded in Instrument Number 2024002365, Official Public Records of Real Property Bell County, Texas.

DRAWN BY: JFS  
FIELD CREW: WC  
REQUESTED BY: JAYSON SHATTO  
TAX I.D. NO: 528722  
S:\SUBDIVISIONS\25-060-S (Hubbard Branch - Ph2 - B)\dwg 25-060-S (Hubbard Branch 2) - V - 15 ft U.E.dwg 9/29/2025 3:46 PM



102 N. COLLEGE ST., KILLEEN, TEXAS (254) 634-5541  
T. B. P. L. S. FIRM REGISTRATION NO. 10020400

**MITCHELL & ASSOCIATES, INC.**  
ENGINEERING & SURVEYING

**FIELD NOTES** for a center line description, of a 15 foot wide Utility Easement, 7.5 feet on both sides of the centerline, being a **0.2429 acre** tract, in the O.T. Tyler Survey, Abstract No. 20, in the City of Belton, Bell County, Texas. Being part of Lot 1, Block 1, Belton ISD Hubbard Branch Addition, recorded in Instrument Number 2024002365, Official Public Records of Real Property Bell County, Texas.

**POINT OF BEGINNING** at a set mag spike with M&A washer, in the west line of Lot 1, Block 1, Belton ISD Hubbard Branch Addition, and being the center of the 15 foot wide Utility Easement. [From which a found 5/8" iron rod with ACS cap, being the southwest corner of Lot 1, Block 1, bears S. 30° 54' 45" W., 436.66 feet].

**THENCE S. 61° 48' 33" E., 175.01 feet**, to a set mag spike with M&A washer, for an angle point of this easement.

**THENCE S. 75° 48' 36" E., 453.03 feet**, to a set mag spike with M&A washer, for an angle point of this easement.

**THENCE S. 38° 23' 20" E., 77.39 feet**, to a set mag spike with M&A washer, in a curve to the right, having a radius of 475.22 feet, being in the east line of Lot 1, Block 1, Belton ISD Hubbard Branch Addition, to the **POINT OF TERMINATION** of the 15 foot wide Utility Easement, being 7.5 feet on both sides of the centerline, and containing **0.2429 Acre**. [From which a found 5/8" iron rod with ACS cap, bears with said curve to the right having an arc length of 13.29, a radius of 475.22, and a long chord of S. 01° 50' 06" E., 13.29 feet.]

**NOTES:**  
1. Bearings are based on the Texas Coordinate System, Central Zone, NAD 83 (CORS 96), as determined by LEICA Texas Smartnet GPS observations. All distances are grid distance.

This survey was prepared under my supervision. The items shown hereon were observed during the process of performing the field work on August 21, 2025.

Date of Survey: September 29, 2025

ROBERT E. MITCHELL R.P.L.S. 5801

SEAL

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