

Belton Independent School District
Hubbard Branch Elementary
2024-2025 Campus Improvement Plan



Vision

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

Values and Beliefs

Each and Every: We believe each and every student deserves exceptional experiences according to their unique needs and passions.

Innovation: We believe in igniting and supporting innovative thinking and problem solving in our students and staff.

Continuous Improvement: We believe a mindset of continuous improvement should be modeled by our staff and cultivated in classrooms.

Community Engagement: We believe that the learning experiences of our students are enhanced through the engagement of our community.

Learning Space: We believe well designed and maintained facilities positively impact student learning and staff efficacy.

Engaged Workforce: We believe a thriving staff will be able to create exceptional learning experiences for each and every student.

Inspiring Instruction: We believe instructional design can empower students and ignite a passion for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hubbard Branch Elementary is a new campus in Belton ISD opening in August 2024. This new campus is combining approximately 300 students from Miller Heights Elementary and 200 students from Chisholm Trail Elementary. We currently have 494 students enrolled. Our demographics are as follows:

Section 504 - 4%

Gifted and Talented - 6.5%

Economically Disadvantaged - 75%

Special Education - 25.5%

Limited English Proficiency - 9%

Demographics Strengths

As a brand new campus, we have opportunities to establish strong programs for our demographic needs. We have a high population of economically disadvantaged and special education population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high population of economically disadvantaged and special education population. **Root Cause:** We are a fast growth district with many types of students and families moving in.

Student Learning

Student Learning Summary

I only have overall data for about three-fifths of our new campus.

STAAR 2024:

3rd Grade Math - 5% Masters, 19% Meets, 35% Approaches, 42% Did Not Meet

4th Grade Math - 3% Masters, 8% Meets, 25% Approaches, 63% Did Not Meet

5th Grade Math - 0% Masters, 25% Meets, 24% Approaches, 51% Did Not Meet

3rd Grade Reading - 9% Masters, 21% Meets, 26% Approaches, 44% Did Not Meet

4th Grade Reading - 12% Masters, 15% Meets, 39% Approaches, 34% Did Not Meet

5th Grade Reading - 16% Masters, 20% Meets, 22% Approaches, 42% Did Not Meet

Student Learning Strengths

Our students are stronger in reading than in math. 5th grade meets and masters percentages stand out as a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many of our students are falling in the approaches and do not meet levels on standardized testing. **Root Cause:** Students are not given opportunities to critically think and the priority standards are not being focused on during reteach and interventions.

School Processes & Programs

School Processes & Programs Summary

As a brand new campus, processes and programs have not yet been established.

School Processes & Programs Strengths

It is our goal this year to establish processes that are efficient and create a safe and inviting environment for all stakeholders including students, families, and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Processes and programs have not yet been established. **Root Cause:** Hubbard Branch is a new elementary school.

Perceptions

Perceptions Summary

Being a new campus we sent a family survey out in the spring to gather input on school and family engagement. Survey results are in attachments.

Perceptions Strengths

Families are excited for a new school and want to participate in family engagement opportunities. They want our school to be one where staff and families are partners in their child's education. Families indicated that they want frequent communication from school and for our school community to feel like a family and that their student feels safe and loved while at school

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Hubbard Branch does not yet have a vision, mission, and collective commitments. **Root Cause:** Hubbard Branch is a new school opening in August 2024.

Priority Problem Statements

Problem Statement 1: We have a high population of economically disadvantaged and special education population.

Root Cause 1: We are a fast growth district with many types of students and families moving in.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many of our students are falling in the approaches and do not meet levels on standardized testing.

Root Cause 2: Students are not given opportunities to critically think and the priority standards are not being focused on during reteach and interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Processes and programs have not yet been established.

Root Cause 3: Hubbard Branch is a new elementary school.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Hubbard Branch does not yet have a vision, mission, and collective commitments.

Root Cause 4: Hubbard Branch is a new school opening in August 2024.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.
Key Progress Measure: 100% of Belton ISD departments and campuses will collect and analyze baseline customer service satisfaction data using the district measurement tool and develop and implement data-driven improvement plans by January 2025.

Performance Objective 1: 95% of parents will agree that "the school encourages me to be an active partner in my child's learning" on the end of year Parent Engagement Survey.

Evaluation Data Sources: Parent Engagement Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will send families a monthly grade level newsletter highlighting academic topics, upcoming events and other relevant information. Strategy's Expected Result/Impact: Families will feel informed of what is happening at school. Staff Responsible for Monitoring: Principal, Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will communicate with families weekly using ParentSquare to highlight learning in the classroom. Strategy's Expected Result/Impact: Families will feel like they are a part of their child's learning. Staff Responsible for Monitoring: Principal, Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increase parent participation in school improvement efforts. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
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Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.
Key Progress Measure: 100% of Belton ISD departments and campuses will collect and analyze baseline customer service satisfaction data using the district measurement tool and develop and implement data-driven improvement plans by January 2025.

Performance Objective 2: Create our Hubbard Branch shared vision, mission, and collective commitments by May 2025.

High Priority

Evaluation Data Sources: Vision, Mission and Collective Commitments document.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the Guiding Coalition to facilitate staff, students and parent input for creating our shared mission, vision, and collective commitments. Strategy's Expected Result/Impact: We will establish our schools beliefs, core values and enduring purpose. Staff Responsible for Monitoring: Guiding Coalition ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		
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Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: Hubbard Branch does not yet have a vision, mission, and collective commitments. Root Cause: Hubbard Branch is a new school opening in August 2024.

Goal 2: Ensure exceptional learning experiences for each and every student.
Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.
Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Reading will be 40% or above by June 2025.
The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Math will be 40% or above by June 2025.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly formative assessments aligned with the priority standards will be given to all students and results will inform targeted, timely classroom reteach and interventions. Strategy's Expected Result/Impact: Teachers will make informed instructional moves and student growth will increase. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Goal time will be intentionally used for Tier 2 and Tier 3 student interventions and enrichment. All teachers will meet with students during this time and students will have a targeted goal in order to increase student achievement. Strategy's Expected Result/Impact: Increased student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: All grade level teams will create both attainable and stretch SMART goals for themselves and their grade level team in both reading and math. Strategy's Expected Result/Impact: Staff will be results oriented and driven to improve student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many of our students are falling in the approaches and do not meet levels on standardized testing. Root Cause: Students are not given opportunities to critically think and the priority standards are not being focused on during reteach and interventions.

Goal 2: Ensure exceptional learning experiences for each and every student.
Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.
Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: Increase the frequency of critical thinking in the classroom. We will use the Belton ISD Critical Thinking Rubric to collect baseline data on critical thinking as measured by classroom observations. Baseline data will be collected and an improvement target established by October 2024.

High Priority
Evaluation Data Sources: Data from classroom observations using the BISD Critical Thinking Rubric

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase critical thinking in all classrooms by using open ended, probing questions and support conversations through the use of talk moves and sentence stems in order to push students to communicate their ideas at a deep level. Strategy's Expected Result/Impact: Students will have the necessary supports to engage in academic conversations and increase critical thinking. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Leadership Team will conduct regular walkthroughs to observe teaching practices, provide feedback, and support teacher growth. Focused look-fors, calendaring and protecting time to go into classrooms will also be created by Campus Leadership Team. Strategy's Expected Result/Impact: The systematic and focused approach to classroom walkthroughs is expected to lead to enhanced instructional quality, professional growth for teachers, a decrease in variability in K-5 classrooms, and improved student outcomes, while also fostering a culture of continuous improvement and support. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr

0%

No Progress

100%

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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Many of our students are falling in the approaches and do not meet levels on standardized testing. Root Cause: Students are not given opportunities to critically think and the priority standards are not being focused on during reteach and interventions.

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

Key Progress Measure: By June 2025, 100% of new employee onboarding plans will be formally assessed at 30, 60 & 90 days post-hire and year end, with documented feedback used to identify and implement improvements.

Performance Objective 1: 85% of employees will report that they are engaged or highly engaged on the end of year Employee Engagement Survey.

Evaluation Data Sources: Employee Engagement Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Leadership Team will implement the "Every Classroom Every Day" schedule to be visible in the instructional setting to provide timely feedback, coaching and support. Strategy's Expected Result/Impact: Staff will feel supported when feedback is given and will have opportunities to engage in collaborative conversations about instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the Hubbard Branch employee onboarding plan in order to support all employees new to teaching or the district. Strategy's Expected Result/Impact: Employees will feel valued and supported. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct quarterly staff surveys for feeling valued and supported and having the resources needed for teaching and learning. Strategy's Expected Result/Impact: Increased staff engagement. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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

Key Progress Measure: By June 2025, the district will increase the number of staff and student recognitions and celebrations by 25%. Baseline data will be established by October 2024.

Performance Objective 1: Establish a school-wide culture of safety, responsibility, and respect amongst all students and staff. 90% of students will report that they feel valued and supported on the end of year student survey.

Evaluation Data Sources: End of Year Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with Emergent Tree to establish strong Ground Work tier 1 practices in order to develop a culture of safe, respectful, and responsible behavior among all students and staff. Strategy's Expected Result/Impact: School culture will reflect a strong emphasis on being safe, respectful and responsible. All students and staff will feel valued and supported. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Create student recognition practices and school-wide celebrations to build a sense of community and belonging in our students. Strategy's Expected Result/Impact: Students feel valued and celebrated. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative		
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have a high population of economically disadvantaged and special education population. Root Cause: We are a fast growth district with many types of students and families moving in.
School Processes & Programs
Problem Statement 1: Processes and programs have not yet been established. Root Cause: Hubbard Branch is a new elementary school.

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

Key Progress Measure: The district's processes and tools will be used to evaluate two primary programs for improvement and resource optimization by June 2025.

Performance Objective 1: Use innovative learning spaces where students go to learn, think creatively, and empower them to collaborate and share their work with others. Each teacher will use the Maker Space, Science Lab, and grade level common areas at least three times per month.

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the book, "The Space", to facilitate staff discussion on designing student-centered learning spaces. Strategy's Expected Result/Impact: Learning spaces will be student-centered. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Martin	Teacher		
Elizabeth Callarman	Interventionist		
Lindsey Klinchuk	Interventionist		
Lorin Rhodes	Interventionist		