

**Belton Independent School District**  
**Belton High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Belton High School, our mission is to be the best high school in Texas by providing exceptional learning experiences daily for all. By accomplishing this goal, we empower each and every learner to pursue their dreams and enrich their communities.

## Vision

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

## Value Statement

Belton High School values and believes in: each and every, innovation, continuous improvement, community engagement, learning spaces that positively impact student learning and staff efficacy, an engaged workforce, and inspiring instruction.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Belton High School is a 5A campus with approximately 1,836 students enrolled at snapshot. 44% of our students are Hispanic. 40% are White, and 7% are African American. Our Eco-Dis population accounts for 46% of our overall population with 54% of our at-risk students. 27% of our students are military-connected. Students serviced by special programs make up 35.5% of our student population.

### Demographics Strengths

- BHS offers a variety of programs and services to meet the needs of our students - multiple pathways through CTE, AP classes, OnRamps, Dual Credit, ESOL and ELDA, and Special Education services to meet the needs outlined in IEPs. Additionally, we offer an array of fine arts and clubs to pique the interest of students.
- AP Night, CTE and Fine Arts Showcase
- The number of referrals coming in is proportionately reflective of our demographics: 44% Hispanic, 40% White, and 7% African American.
- 72 students have been placed at DAEP: 62 mandatory placements and 10 discretionary placements
- Attendance has improved to 95.47% due to dedicated systems and staffing.
- Tiered system to address multiple tardies.
- Sponsorships and donations from local businesses. CTE teachers partner with local businesses to provide experiences for BHS students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a noticeable gap in academic achievement among BHS subpopulations of African-American, SPED, and EB. Additionally, observations indicate a prevalent reliance on teacher-centered learning approaches within classrooms, potentially hindering student engagement and personalized learning experiences. **Root Cause:** Teachers struggle with implementing differentiated instruction due to deficits in data usage which guides lesson plans for a diverse student population.

# Student Learning

## Student Learning Summary

Our campus improvement plan has led to significant progress in academic achievement, with students showing marked improvement in passing the STAAR test across all core areas. Additionally, we are proud to report that over 90% of our students graduated meeting the CCMR (College, Career, and Military Readiness) criteria, reflecting our commitment to preparing students for success beyond high school.

## Student Learning Strengths

- Fall and Spring Interim data show growth in students with a marked increase in the number of students reaching mastery in all subject areas.
- BHS has implemented several systems of ELAR support, including Reading Plus and IXL ELAR. IXL ELAR is being used with our EL students with fidelity and data indicates student growth.
- Interventions are intentionally planned for students during Tiger Time.
- EOC teachers are utilizing Eduphoria for common assessments to determine individual student growth. Interim data is also being utilized to have one-on-one conferences with students and to analyze individual growth.
- EOC teachers are also using common assessment data and interim data to determine TEKS that need to be spiraled and to develop action plans for TEKS on which students show low performance.
- BHS has implemented Senior Meetings to meet with at-risk seniors. In addition, students who have not passed STAAR are given the opportunity to complete an IGC. Edgenuity is available to those who need credit recovery.
- Currently 77% of our students are meeting CCMR. A google sheet is used to track CCMR for all seniors.
- BHS has directed professional development efforts toward the implementation of Talk Moves and critical thinking strategies. Classroom

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a noticeable gap in academic achievement among BHS subpopulations of African American, SPED, and EL. Additionally, observations indicate a reliance on teacher-centered learning approaches within classrooms, potentially hindering student engagement and personalized learning experiences. **Root Cause:** More work is needed to improve our PLC processes campus-wide. This work includes increased visits from administrators, clarifying expectations, and continued use of data to guide planning. Additionally, it would be beneficial to provide teachers more opportunities to visit their peers in other classes to see new ideas and ways to interact and engage with a diverse student population.

# School Processes & Programs

## School Processes & Programs Summary

Our campus improvement plan highlights the positive feedback we've received from stakeholders, recognizing communication as a key strength of our school. We also prioritize professional development by offering sessions in August and October, as well as "mini" PD sessions led by our campus instructional team throughout the school year. Additionally, our administrative team is dedicated to maintaining consistency in discipline while leading with restorative practices. This approach helps us build positive relationships with students and address the root causes of undesirable behaviors, fostering a supportive and inclusive school environment.

## School Processes & Programs Strengths

- Teachers are provided with multiple training opportunities throughout the year including "mini" PD's on campus, district PD, and other suggested / requested training based on teacher feedback. Teachers that are interested in campus leadership are given opportunities to shadow APs and to help with different tasks for experience.
- We have implemented "Chat With Knox" sessions and our "New Teacher Academy" to provide opportunities for novice teachers to voice concerns and ask questions to receive support. We have made recommendations to struggling teachers to attend district trainings to support their needs such as the classroom management training.
- Our staff understands the initiatives we are striving towards continuous improvement in that they are reinforced through lesson planning expectations, PLC topics of conversations, weekly newsletters and staff development opportunities throughout the year.
- We take time to look over lesson plans during our admin. meetings and we provide feedback to teachers when we're noticing any concerns about planning and/or classroom instruction.
- Students (especially seniors) are monitored and we partner with counselors and teachers to help put plans in place with struggling students.
- Our science department monitors 8th grade STAAR scores and students that failed that test are put in IPC as a freshman to help bridge learning gaps and to help the student to the change in rigor at the high school.

YTD 1,534 referrals

Top 6 behaviors:

- Tardies - 393
- Out of assigned area - 293
- Failure to follow directives - 214
- Disturbs class - 81
- DAEP code of conduct - 71
- Profanity and bus violations - 52/51

Our administrative team attempts to use restorative practices to address behavioral issues and prevent repeat offenses. We also use alternative methods such as behavior contracts, stay-aways, and conferences to try and address root-causes of misbehavior. We have also partnered with our GroundWorks committee and developed a mentor program on our campus to help students that struggle behaviorally.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers continue to struggle with classroom management as class sizes sit at 31+ students; therefore, teachers spend more time addressing behaviors and cannot get into deeper levels of thinking and engagement. **Root Cause:** Changes in staffing on our campus have contributed to an increase in class size campus-wide. To help address this, additional support with classroom management is needed including training, clarification of expectations, and how to handle certain behaviors that are common

classroom disruptions.

# Perceptions

## Perceptions Summary

Our campus improvement plan emphasizes our commitment to ensuring that all staff feel supported and heard. We have revamped our onboarding process, introducing a comprehensive curriculum for new teachers and their mentors, along with regular check-ins throughout the school year to address any needs or concerns. Additionally, staff have expressed overall satisfaction with our communication efforts, which include weekly newsletters from the principal and departmental updates from the assistant principals, helping to keep everyone informed and engaged.

## Perceptions Strengths

- Most of the time, our teachers feel supported - often evidenced by compliments in the halls and in feedback in “Chat with Knox” sessions.
- Each new teacher receives a mentor/buddy. ICs have created a yearly mentor checklist/plan. Knox had one-on-ones with every new staff member.
- For our teachers who struggle, a plan is created in their areas of growth with admin, ICs, and District Coaches. ICs and Admin have modeled strategies in the classroom and throughout PL. Admin has also encouraged teachers to attend district classroom management training sessions.
- Walkthrough data shows that students are engaged in critical thinking
- Weekly staff/parent newsletters are sent with a calendar of upcoming events and “roaring reflections”. Upcoming events and outcomes are shared on multiple social media platforms. Staff members are encouraged to send newsletters or Remind messages communicating the current/upcoming units and standards.
- Parents are comfortable bringing safety concerns to administrators via in-person conferences, email, and anonymous alerts.
- We have seen an increase in anonymous alerts for the 23-24 school year and/or students messaging their APs via Schoology.
- Discipline data correlates with our student demographics (Hispanic majority). Discipline data shows consistency and tiered approaches.
- Implementation of behavior interventions to reduce the number of discretionary placements, in partnership with staff members.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Rigor is low in on-level classes due to lack of high-level questioning and student discourse, which prevents student engagement and critical thinking. **Root Cause:** Additional support with rigor is needed by emphasizing high-yield strategies such as DOK questioning, student discourse frameworks, and classroom engagement. This will occur in both PDs and PLCs.

# Priority Problem Statements

**Problem Statement 1:** There is a noticeable gap in academic achievement among BHS subpopulations of African-American, SPED, and EB. Additionally, observations indicate a prevalent reliance on teacher-centered learning approaches within classrooms, potentially hindering student engagement and personalized learning experiences.

**Root Cause 1:** Teachers struggle with implementing differentiated instruction due to deficits in data usage which guides lesson plans for a diverse student population.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a noticeable gap in academic achievement among BHS subpopulations of African American, SPED, and EL. Additionally, observations indicate a reliance on teacher-centered learning approaches within classrooms, potentially hindering student engagement and personalized learning experiences.

**Root Cause 2:** More work is needed to improve our PLC processes campus-wide. This work includes increased visits from administrators, clarifying expectations, and continued use of data to guide planning. Additionally, it would be beneficial to provide teachers more opportunities to visit their peers in other classes to see new ideas and ways to interact and engage with a diverse student population.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Teachers continue to struggle with classroom management as class sizes sit at 31+ students; therefore, teachers spend more time addressing behaviors and cannot get into deeper levels of thinking and engagement.

**Root Cause 3:** Changes in staffing on our campus have contributed to an increase in class size campus-wide. To help address this, additional support with classroom management is needed including training, clarification of expectations, and how to handle certain behaviors that are common classroom disruptions.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Rigor is low in on-level classes due to lack of high-level questioning and student discourse, which prevents student engagement and critical thinking.

**Root Cause 4:** Additional support with rigor is needed by emphasizing high-yield strategies such as DOK questioning, student discourse frameworks, and classroom engagement. This will occur in both PDs and PLCs.

**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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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:** Collect baseline data from community partners and stakeholders to measure customer service experiences during the 24-25 school year.

Evaluation Data Sources: District's measurement tool

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews                                                                   |     |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|
| <b>Strategy 1:</b> Provide customer service training to front office personnel and any other designated staff once each semester.<br><b>Strategy's Expected Result/Impact:</b> Excellent customer service experience for all stakeholders that is aligned with district's values and beliefs.<br><b>Staff Responsible for Monitoring:</b> Leadership Team                                                                                                    | Formative                                                                           |     |     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |     |     |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews                                                                   |     |     |
| <b>Strategy 2:</b> Collect feedback from students, staff, and all stakeholders through a Google form throughout the 24-25 school year.<br><b>Strategy's Expected Result/Impact:</b> Real-time data<br><b>Staff Responsible for Monitoring:</b> Leadership Team                                                                                                                                                                                               | Formative                                                                           |     |     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N/A                                                                                 |     |     |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |

**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:** Increase the level of critical thinking from 50% to 80% as measured by classroom observations and the Critical Thinking Rubric by May 2025.

**Evaluation Data Sources:** Walkthroughs, lesson plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews                                                                    |     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|-----|
| <b>Strategy 1:</b> Provide Professional Development on Critical Thinking and Rigor in August, October, and February and requiring a Google Form for feedback.<br><b>Strategy's Expected Result/Impact:</b> Students are academically challenged and engaged through rigorous lessons. Ensure rigorous Tier 1 instruction to meet the needs of each and every student by monitoring and observing through PLCs, walkthroughs, and targeted feedback.<br><b>Staff Responsible for Monitoring:</b> Leadership Team | Formative                                                                            |     |     |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Reviews                                                                    |     |     |
| <b>Strategy 2:</b> Ensure PLCs perform targeted data dives specifically geared toward identifying students "on the bubble" at all levels (approaches, meets, masters) and create tiered action plans for those students.<br><b>Strategy's Expected Result/Impact:</b> Increase the percentage of student performance growth.                                                                                                                                                                                    | Formative                                                                            |     |     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Oct                                                                                  | Jan | Apr |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |     |     |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                            |                                                                                      |     |     |

**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:** By end of September, 100% of staff understand and utilize the instructional framework, to decrease the variability of instruction across the campus, as measured by lesson plans and PLCs.

**Evaluation Data Sources:** lesson plans , walkthroughs, and PLC notes

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                   |     |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|
| <b>Strategy 1:</b> Each week, the leadership team will monitor use of the instructional framework and district curriculum documents are utilized in PLCs.<br><b>Strategy's Expected Result/Impact:</b> Challenging and engaging learning experiences<br><b>Staff Responsible for Monitoring:</b> Leadership Team                                                                                                                                     | Formative                                                                           |     |     |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |

**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 3:** By June 2025, the percentage of graduates who meet the criteria for CCMR will increase by three percent.

**Evaluation Data Sources:** CareerCraft, Campus/Student Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                   |     |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|
| <b>Strategy 1:</b> Starting in September, the leadership team will meet every three weeks to monitor graduation progress and CCMR data.<br><b>Strategy's Expected Result/Impact:</b> 3% growth<br><b>Staff Responsible for Monitoring:</b> Leadership Team                                                                                                                                                                                           | Formative                                                                           |     |     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Oct                                                                                 | Jan | Apr |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |

**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:** By middle of August, leadership team will implement the BHS Onboarding Plan created for 24-25 new employees.

Evaluation Data Sources: Sign-in Sheets and Checklist

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Reviews                                                                   |     |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|
| <b>Strategy 1:</b> Implement monthly focus based on common needs for new hires throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> New hires are supported throughout the year and return.<br><b>Staff Responsible for Monitoring:</b> Leadership Team                                                                                                                                                                          | Formative                                                                           |     |     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Oct                                                                                 | Jan | Apr |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |     |     |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |

**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 2:** During the 24-25 school year, leadership team will develop a culture of value, support, and growth amongst staff by actively seeking feedback.

**Evaluation Data Sources:** Mid-year and end-of-year surveys; Chat with Knox

| Strategy 1 Details                                                                                                                                                                                                                | Formative Reviews         |     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----|-----|
| <b>Strategy 1:</b> Each month, the principal will provide listening sessions for staff feedback.<br><b>Strategy's Expected Result/Impact:</b> Staff feels valued and heard.<br><b>Staff Responsible for Monitoring:</b> Principal | Formative                 |     |     |
|                                                                                                                                                                                                                                   | Oct                       | Jan | Apr |
|                                                                                                                                                                                                                                   | <div><div></div>45%</div> |     |     |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>                                                                      |                           |     |     |

**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:** Throughout the 24-25 school year, the leadership team will develop a culture of value, support, and growth amongst staff and students by celebrating campus success.

Evaluation Data Sources: Mid-year and end-of-year surveys; Chat with Knox

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                        | Formative Reviews         |     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----|-----|
| <b>Strategy 1:</b> Throughout the 24-25 school year, BHS will celebrate staff and students with Admin Roars, Staff Shout-Outs, Staff Spotlights, and Eyes on a Tiger recognitions.<br><b>Strategy's Expected Result/Impact:</b> Staff and students feel valued and appreciated and increase in campus morale.<br><b>Staff Responsible for Monitoring:</b> Leadership Team | Formative                 |     |     |
|                                                                                                                                                                                                                                                                                                                                                                           | Oct                       | Jan | Apr |
|                                                                                                                                                                                                                                                                                                                                                                           | <div><div></div>45%</div> |     |     |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>                                                                                                                                                                                                              |                           |     |     |

**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:** Throughout the 24-25 school year, BHS staff will utilize learning platforms to gather student progress as measured by student performance data.

Evaluation Data Sources: Skyward, CareerCraft, Edgenuity, Schoology, Frontline

| Strategy 1 Details                                                                                                                                                                                                                        | Formative Reviews          |     |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----|-----|
| Strategy 1: Throughout the 24-25 school year, the leadership team and PLC teams will identify trends in student performance data and create action plans to address gaps in student learning for those who are at risk of not graduating. | Formative                  |     |     |
|                                                                                                                                                                                                                                           | Oct                        | Jan | Apr |
|                                                                                                                                                                                                                                           | <div><div></div></div> 45% |     |     |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>                                                                              |                            |     |     |