Belton Independent School District

District Improvement Plan

2025-2026

Vision

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

Value Statement

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 impacts 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.

Table of Contents

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 group, business, industry leader, higher-learning institution by January 2026.

> **Evaluation Data Sources:** Campus/departments will submit their partnership agreement and two artifacts of partnership implementation.

Strategy 1 Details	Reviews			
Strategy 1: A strategic partnership agreement template will be developed and shared with campus and district leaders outlining the components that will be part of developing outcomes-driven partnerships by August 6, 2025. **Strategy's Expected Result/Impact:** Internal stakeholders will understand the expectations that define a strategic outcomes-based partnership. **Staff Responsible for Monitoring:** Chief Communications Officer	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Aligned to identified campus/department needs, brainstorm potential partners and facilitate an initial meeting between key representatives from the school/department and community organization by September 30, 2025. **Strategy's Expected Result/Impact:** Identify partnerships based on campus/department needs. **Staff Responsible for Monitoring:** Campus and department leaders	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Using the strategic partnership template, campus/departments will work with partner(s) to develop an initial draft by October 30, 2025 for feedback. **Strategy's Expected Result/Impact:** Purpose, objectives, and scope of the collaboration will be defined. **Staff Responsible for Monitoring:** Campus and district leaders	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Campus and department leaders will submit final strategic partnership agreement by January 15, 2025. **Strategy's Expected Result/Impact:** Partnerships will be implemented district-wide for the second semester. **Staff Responsible for Monitoring:** Campus/department leaders and Chief Communications Officer	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			

Strategy 5: Campus and department leaders will monitor progress, make adjustments as needed, and submit evidence of implementation once by March 1, 2026 and again by May 1, 2026.
    Strategy's Expected Result/Impact: Each campus will effectively implement strategic partnership plans.
    Staff Responsible for Monitoring: Campus and department leaders.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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: Provide training for staff, families, and students on best practices for using ParentSquare and StudentSquare by October 2025.

    Evaluation Data Sources: Training dates, agendas, and video engagement.

Strategy 1 Details	Reviews			
Strategy 1: Develop and communicate targets for number of messages sent per week/month for district, campus, teachers, and extracurriculars by July 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide clarity in expectations for send messages through parent and student square. **Staff Responsible for Monitoring:** Chief Communications Officer				

Strategy 2 Details	Reviews			
Strategy 2: Provide training for parents on how to manage ParentSquare messages by October 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will be able to update settings to streamline how and when they receive messages. **Staff Responsible for Monitoring:** Chief Communications Officer and Chief Technology Officer				

Strategy 3 Details	Reviews			
Strategy 3: Provide training for staff and students on how to effectively use and manage StudentSquare by October 2025.	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Technology Officer	**Oct**	**Jan**	**Apr**	**June**

⬤ 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 1: By January 2026, develop and provide curriculum document components for all identified K-12 core courses for what we expect all students to learn and how we will know they have learned it, to include TEKS clarifiers and learning targets, as well as common formative and common summative assessment exemplars with varied question formats and performance based assessments (PLC Questions 1 & 2)

> **Evaluation Data Sources:** BISD Aligned Curriculum

Strategy 1 Details	Reviews			
Strategy 1: Identify clear targets and timeline for year 2 phase of curriculum development plan for identified K-12 core courses that align to the 3 big ideas and 4 questions of a Professional Learning Community (PLC) and have clear support and prioritization of intentional planning, established priority standards and critical thinking.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Clarity, structure and timeline for curriculum document development. Curriculum coordinators will have shared understanding and key targets for 2025-26 curriculum work. Curriculum documents will strengthen support for teachers with intentional planning. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Curriculum Coordinators				

Strategy 2 Details	Reviews			
Strategy 2: Develop and provide curriculum document components for identified K-12 core courses that support intentional planning for what we expect all students to learn and how we will know they have learned it, to include TEKS clarifiers and learning targets, as well as common formative and common summative assessment exemplars with varied question formats and performance based assessments prioritizing high need content areas as indicated by state and district assessments. (PLC Questions 1 & 2)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Responsiveness to the questions:
*What is it we expect students to learn?
*How will we know when they have learned it?

Variability in student learning opportunities will decrease and mastery of standards across the district will increase. Teacher teams will have strong planning supports for rigorous, TEKS aligned, research based instruction that strengthens critical thinking skills of BISD students.

PLC teams and teachers will plan, develop, analyze and respond to common formative and summative assessment data.

PLC teams will use meaningful data to drive instruction and increase performance measures of student learning and indicators of critical thinking.

Staff Responsible for Monitoring: Executive Director of Curriculum & Instructional Design, Curriculum Coordinators

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Intervention, Bilingual, Special Education and Gifted Talented staff to provide targeted instructional recommendations within curriculum documents that support differentiated needs of learners and include scaffolding recommendations and language supports for students who are working toward mastery of the content and extension recommendations to support the needs of students who have mastered the content. (PLC Questions 3 & 4)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Responsiveness to the questions:
*How will we respond when students have not learned it?
*How will we respond when students have learned it?

PLC teams and teachers plan for and provide consistent supports and scaffolds for individualized needs of students, including emergent bilinguals, students with identified learning needs and students needing targeted intervention. PLC teams and teachers plan for and provide differentiated learning experiences for students who show mastery of the content and are in need of extension or enrichment.

Gaps in student performance measures decrease due to accelerated growth of students. Increase in student growth measures for all student groups.

Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction, Bilingual, Intervention, Special Programs and GT departments

Strategy 4 Details	Reviews			
Strategy 4: Implement multiple feedback cycles throughout the 2025-26 school year to include teachers, instructional coaches and principals to inform adjustment and continuous improvement of BISD curriculum documents and resources.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Curriculum resource improvement, increased voice and investment of stakeholders **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Curriculum Coordinators				

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement a 2025-26 year long professional learning plan to support teachers in the use of curriculum resources aligned to areas of highest need as indicated by classroom observations and student achievement data for all identified K-12 core courses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Evidence of consistent use of curriculum documents and campus support aligns with data informed needs and goals. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instructional Design, Director of Professional Learning, Curriculum Coordinators				

Strategy 6 Details	Reviews			
Strategy 6: Implement a comprehensive support system that includes: (1) curriculum enrichment and differentiation, (2) professional learning for teachers and campus leaders, and (3) extended learning opportunities for gifted students and (4) enhanced partnerships with families in order to increase the effectiveness of services for K-12 gifted learners by May of 2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Gifted and Talented Services				

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: During the 25-26 school year, core content teachers and instructional leaders in BISD will be provided curriculum embedded professional learning on the practices of Collaborative High-Performing Professional Learning Communities, with an emphasis on data informed areas of need.

Evaluation Data Sources: Professional Learning Plan, Professional Learning Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Deliver comprehensive professional learning in alignment with the practices of Professional Learning Communities (PLC) to all campus guiding coalitions, covering the teaching and assessing cycle, progression ladders, development of high-quality formative assessments and supporting the design and analysis of high quality questioning levels by August 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus leadership teams will utilize the Solution Tree PLC at Work Rubric to self assess and establish collaborative team improvement targets for the 2025.2026 school year on the Collaborative Culture with High-Performing Teams Continuum with evidence to support the rating.: Leaders across Belton ISD will know how and be able to build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student success. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning and Executive Directors of School Leadership. **Funding Sources:** Professional Learning - 255 Title II, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Observe classroom experiences for evidence of student and teacher engagement in critical thinking in order to determine and provide professional learning aligned to need and establish targets for improvement at 30, 60, and 90 day intervals.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Determine need and design high quality learning provided for teachers and instructional leaders that equips them with learning that aligns with their specific needs and goals to improve experiences in critical thinking for students. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning, Executive Directors of School Leadership, Director of Curriculum and Instructional Design. **Funding Sources:** - 255 Title II, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Align district and campus professional learning plans for teachers and instructional leaders to areas of highest need as indicated by classroom observations and student achievement data. **Strategy's Expected Result/Impact:** High quality learning provided for teachers and instructional leaders that equips them with learning that aligns with their specific needs and goals. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning, Executive Directors of School Leadership, Executive Director of Curriculum & Instructional Design, Director of Professional Learning, Campus Leadership Teams, Curriculum Coordinators	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Collect, analyze, and respond to feedback on all professional learning opportunities utilizing a response protocol to determine areas of improvement and plan for necessary adjustments in alignment with district goals. **Strategy's Expected Result/Impact:** Continuous improvement of adult learning experiences. Alignment of learning to district goals and the needs of participants. **Staff Responsible for Monitoring:** Director of Professional Learning, Director of Curriculum & Instructional Design, Curriculum Coordinators	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Establish processes at each campus to ensure grade level/department teams collaborate using the BISD PLC structure. **Strategy's Expected Result/Impact:** Leaders across Belton ISD will know how and be able to build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student growth and improved outcomes. **Staff Responsible for Monitoring:** Executive Directors of School Leadership, supported by Director of Curriculum and Instructional Design and Director of Assessment and Accountability.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Collaborate and complete one full unit planning cycle at each campus that includes the backward design model, progression ladders, and team-developed common formative and summative assessments by December of 2025. **Strategy's Expected Result/Impact:** Leaders across Belton ISD will know how and be able to build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student growth and improved outcomes. **Staff Responsible for Monitoring:** Executive Directors of School Leadership, supported by Executive Director of Curriculum and Instructional Design, Director of Assessment and Accountability, and Director of Professional Learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Continue and expand teacher leadership opportunities with representation across BISD campuses in order to build campus instructional leadership capacity through professional learning, curriculum development and mentor leadership opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased campus support in core content areas. Development of teacher leadership pathways. Increased teacher voice and feedback in the development and improvement of district curricular resources. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Curriculum Coordinators				

○ 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 3: By May 2026, fully implement a balanced standards-based assessment system including a learning plan for 100% of district instructional leaders, campus leaders, instructional coaches, and teachers.

Evaluation Data Sources: Balanced Assessment Plan, Professional Learning Plan Learning Plan

Strategy 1 Details	Reviews			
Strategy 1: Establish a Districtwide Assessment PLC Committee to engage in shared learning, implementation planning, and collaborative decision making and serve as ambassadors of support for effective assessment practices that align with the BISD Assessment Guiding Document.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide feedback and alignment throughout the district. **Staff Responsible for Monitoring:** Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Curriculum Coordinators, District Testing & Data Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a BISD assessment blueprint tool to provide aligned support for district and campus development of high quality, effective assessments for student learning, to include supports through professional learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase in measures of critical thinking and students will engage in critical thinking within the assessment. **Staff Responsible for Monitoring:** Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Curriculum Coordinators, District Testing & Data Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: Develop a BISD Assessment Handbook to serve as a guide for shared understanding, research based practices and key considerations in effective assessment practices that support student growth in BISD.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will be able to meet the needs of their students with differientiate instruction. Closer alignment of assessment and data to state standards. There will be an increase in measures of critical thinking. Students will engage in critical thinking within the assessment. **Staff Responsible for Monitoring:** Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Curriculum Coordinators, District Testing & Data Coordinator				

Strategy 5 Details	Reviews			
Strategy 5: Refine and implement a learning plan that supports a balanced standards based assessment system including the design of high quality formative and summative assessments, question design that requires critical thinking, assessment question rigor and standards based performance tasks.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased understanding of a balanced assessment system and the unique design and purpose of each assessment type. Increase the level of critical thinking through question types. **Staff Responsible for Monitoring:** Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Director of Professional Learning, District Testing & Data Coordinator				

Strategy 5 Details	Reviews			
Strategy 5: Report student achievement on district assessments by level of questioning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in growth of all students due to availability of student performance information and differentiated response to instructional needs.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Curriculum Coordinators, District Testing & Data Coordinator				

Strategy 6 Details	Reviews			
Strategy 6: Implement multiple feedback cycles throughout the 2025-26 school year to include teachers, instructional coaches and principals to inform adjustment and continuous improvement of BISD assessment resources.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Continuous improvement regarding assessment resources and systems. **Staff Responsible for Monitoring:** Director of Assessment & Accountability, Director of Curriculum & Instructional Design, Curriculum Coordinators, District Testing & Data Coordinator				

○ 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 4: By May 2026, staff will use multiple sources of student data aligned to the area or areas of concern to determine appropriate tiered supports and services in the least restrictive environment.

    Evaluation Data Sources: Record review process, instructional arrangement data, professional learning plans

Strategy 1 Details	Reviews			
Strategy 1: Create archivable processes for IEP development, and determination of services, and scheduling of special education supports and services by September 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Development of processes for IEP development and service determination ensure campus conversations about required services are based upon student strengths, needs and goals. The expected impact is to create a common language and practices surrounding development of IEPs and schedules of student services. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Create a common understanding of multi-tiered systems of support to include specially designed instruction and utilization of curriculum and instructional resource supports through professional learning for special education staff and campus leaders by May 2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Develop a common understanding and utilization of special education supports and services. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff				

Strategy 3 Details		Reviews			
Strategy 3: Create a common understanding of high-quality inclusion support models through professional learning for special education staff and campus leaders by May 2026.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased understanding of inclusion support models. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff **Results Driven Accountability**					

Strategy 4 Details		Reviews			
Strategy 4: Train 100% of Special Education teachers to utilize the BISD IEP Development Tool to determine appropriate special education supports and services by January 2026.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Develop a common process for IEP development. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff					

Strategy 5 Details		Reviews			
Strategy 5: Train secondary special education teachers to write measurable annual and postsecondary goals by January 2026.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will include critical elements required for post-secondary goals. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff					

Strategy 6 Details		Reviews			
Strategy 6: Train educators who teach students with dyslexia on new research and best practices in educating students with dyslexia.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Instructional staff will understand the characteristics of dyslexia. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Director of Special Programs, Special Programs Staff					

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 5: Increase the percentage of students meeting individual growth measures and performing at meets and masters as measured by student performance data in Reading and Language Arts.

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

Evaluation Data Sources: Key Progress Measure: Students in grades K-2 will achieve one year of growth (50% student growth percentile) as measured by Star Early Literacy and Star Reading by May 2026.

STAAR, STAAR Interim, STAR Early Literacy Screener, STAR Renaissance Reading

Strategy 1 Details	Reviews			
Strategy 1: Implement SAVVAS My View Literacy as the primary Language Arts curriculum resource in K-5 supported with comprehensive professional learning to provide teachers with high quality instructional materials delivered through research based instructional practices.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase individual student growth due to system alignment with the Science of Teaching Reading and differentiated response to instructional needs. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary Language Arts Coordinator.				

Strategy 2 Details	Reviews			
Strategy 2: Continue structured implementation of Phonics instructional resources and decodables aligned to K-2 ELAR/ SLAR instructional block recommendations. (Fundations for Gen Ed classrooms, SAVVAS for Dual Language classrooms)	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase individual student growth due to differentiated response to instructional needs. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Elementary Reading Coordinators				

Strategy 3 Details	Reviews			
Strategy 3: Provide embedded support through curriculum, assessment, teacher calibration opportunities and professional learning to increase consistency of practices in content embedded writing experiences.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase student critical thinking skills and overall achievement in writing. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary and Secondary Content Coordinators				

Strategy 4 Details	Reviews			

Strategy 4: Provide routine campus specific reporting on growth in order to support campus level monitoring of individual student growth data.
    Strategy's Expected Result/Impact: Increased response to individual student, ensuring academic growth and achievement.
    Staff Responsible for Monitoring: Director of Assessment and Intervention, Coordinator of Data Reporting.
	Formative			Summative

	Oct	**Jan**	**Apr**	**June**

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 6: Increase the percentage of students meeting individual growth measures and performing at meets and masters as measured by student performance data in Math.

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

> **Evaluation Data Sources:** STAAR, STAAR Interim, STAR Renaissance Math
> Key Progress Measure: Students in grades 1-2 will achieve one year of growth (50% student growth percentile) as measured by Star Math by May 2026.

Strategy 1 Details			Reviews			
Strategy 1: Provide intensive professional learning on effective and systematic instructional practices by grade level through implementation of TEA Mathematics Achievement Academies for all K-5 teachers by January of 2026. **Strategy's Expected Result/Impact:** Strengthen teacher math foundational practices and increase in student growth for early math. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Elementary Math Coordinators			**Formative**			**Summative**
			Oct	Jan	Apr	June

Strategy 2 Details			Reviews			
Strategy 2: Continue implementation support and professional learning for Walk with Purpose curriculum in middle school math courses and Algebra 1 to provide a structured instructional resource aligned to the rigor of the TEKS that supports the differentiated needs of students through research based instructional strategies that prioritize critical thinking. **Strategy's Expected Result/Impact:** Increase in math student achievement data. **Staff Responsible for Monitoring:** Director of Curriculum & Instructional Design, Secondary Math Coordinator			**Formative**			**Summative**
			Oct	Jan	Apr	June

Strategy 3 Details			Reviews			
Strategy 3: Provide routine campus specific reporting on growth in order to support campus level monitoring of individual student growth data. **Strategy's Expected Result/Impact:** Increased response to individual student, ensuring academic growth and achievement. **Staff Responsible for Monitoring:** Director of Assessment and Intervention, Coordinator of Data Reporting.			**Formative**			**Summative**
			Oct	Jan	Apr	June

○ 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 7: Increase PK-12 post-secondary readiness by increasing the number of students who engage in STEM learning, complete advanced coursework, and earn industry-recognized credentials - through purposeful promotion, inclusive participation, demonstrated performance, and strategic partnerships by June 2026.

HB 3 Goal: The percentage of graduates that meet the criteria for CCMR will increase from 94% (2024 graduates) to 95% (2025 graduates) by August 2027.

Evaluation Data Sources: Key Progress Measure 1: The percent of graduating students that meet the threshold for TSI (SAT, ACT, and TSIA assessments) on both ELA/Reading and Math will increase to 50%.

Key Progress Measure 2: The percent of students who earn an industry-based certification from the state approved list will increase from 26% to 28%.
SAT, ACT, and TSIA, Industry-based certifications, Graduation codes

Strategy 1 Details	Reviews			
Strategy 1: 5th/8th Grade Transition Process will be created to provide middle school and high school students information about higher education admissions, financial aid, scholarships, grants, and the need to make informed curriculum choices beyond high school for intentional four-year planning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director Academic Advising and Counseling				

Strategy 2 Details	Reviews			
Strategy 2: Expand student participation in career-connected STEM learning to support the development of the knowledge, skills, and competencies necessary for a broad range of career opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will have increased knowledge about understanding about careers. **Staff Responsible for Monitoring:** Director of PK-12 Career Readiness				

Strategy 3 Details	Reviews			
Strategy 3: Increase the number of students taking college connected courses (AP, dual credit).	**Formative**			**Summative**
Staff Responsible for Monitoring: Director of PK-12 Career Readiness	**Oct**	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Modeled after the Journey of a Healthcare graduate, develop a PK-12 roadmap to expose students to career exploration and investigation experiences across one additional program area. **Strategy's Expected Result/Impact:** Increased student achievement and career readiness measures. **Staff Responsible for Monitoring:** Director of PK-12 Career Readiness	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

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 8: Leverage effective Blended Learning Strategies to enhance teaching and learning.

    Evaluation Data Sources: Learning walks, enrollment data, course completion data, student surveys, professional learning offered, and certifications received.

Strategy 1 Details	Reviews			

Strategy 1: By the end of the 2025-2026 academic year, two instructional staff members from each campus will have completed the Foundations of Blended Learning course.
    Strategy's Expected Result/Impact: Participants will be able to demonstrate a clear understanding of Blended Learning Principles leading to more personalized and differentiated instruction for students.
    Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Course completers from the 2024-2025 school year onward, along with staff actively engaged in course completion, will each play a role in at least one district-level technology initiative.
    Strategy's Expected Result/Impact: Participants will be able to offer coaching, mentoring, and professional learning of effective Blended Learning Strategies.
    Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Ensure adequate technical support and coaching to assist staff with any challenges during the course and subsequent implementation.
    Strategy's Expected Result/Impact: A culture of continuous learning and innovation, where participants are empowered to explore new pedagogical approaches and share their successes with colleagues.
    Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

    ◯ 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 1: By May of 2026, 80% of staff will have developed and pursued a professional goal aligned with the BISD Leadership Definition.

    Evaluation Data Sources: Collection of September goal setting and end of year performance evaluations.

Strategy 1 Details	Reviews			
Strategy 1: District and campus leaders will be provided explicit professional development to unpack the leadership definition core competencies.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Leaders will deepen understanding of leadership definition. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership				

Strategy 2 Details	Reviews			
Strategy 2: District & Campus leaders will utilize the core competencies to deliver professional learning to their campuses and departments.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Staff will be informed and have an understanding of the leadership definition. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership				

Strategy 3 Details	Reviews			
Strategy 3: Campus and District leaders will ensure their staff integrates at least one competency from the leadership definition into their professional learning goal.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Each staff member will have a professional learning goals aligned to our leadership definition. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership, HRIS Manager				

Strategy 4 Details	Reviews			
Strategy 4: Campus and District Leaders will monitor progress of each staff member's pursuit of their professional learning goal and how achieving the goal is impacting their professional growth.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Employee professional growth within our leadership definition competencies. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership, HRIS Manager				

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 August of 2025, All evaluations will be updated in Strive to include a goal setting section that is connected to our leadership definition.

    Evaluation Data Sources: Evaluation is modified with goal alignment to leadership definition.

Strategy 1 Details	Reviews			
Strategy 1: A committee will be established to determine language and format of the goal setting tool.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Committed created and language developed for goal setting tool.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, Executive Director of Campus Leadership for Elementary, HRIS Manager				

Strategy 2 Details	Reviews			
Strategy 2: Goal setting section of evaluation is shared with district and campus leaders at the July retreat.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leaders understand components of evaluation.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, Executive Director of Campus Leadership for Elementary, HRIS Manager				

Strategy 3 Details	Reviews			
Strategy 3: Employees will utilize the new goal setting tool to record and submit their goal and progress towards their goal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Every employee has submitted a goal aligned to leadership definition.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership, HRIS Manager				

    ◯ 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 3: By May of 2026, all professional learning will be connected and referenced to at least one competency in our BISD Leadership Definition.

Evaluation Data Sources: Professional learning agendas include reference leadership definition.

Strategy 1 Details	Reviews			
Strategy 1: Communication of expectations for professional learning being connected to the leadership definition will be shared with district and campus leaders at the July retreat.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Professional learning is connected to leadership definition to grow staff in aligned competencies. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Director of Campus Leadership for Elementary	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Professional learning plans will be updated to include a section to report the leadership definition competency that is being targeted for development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in leadership definition competences. **Staff Responsible for Monitoring:** Assistant Superintendent of HR, Executive Director of HR, Executive Directors of Campus Leadership	**Oct**	**Jan**	**Apr**	**June**

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

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 Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisors at each campus, and conduct a minimum of one Hope Squad event by May 2026.(KPM Goal 4)

High Priority

Evaluation Data Sources: Milestone document, campus artifacts, event records

Strategy 1 Details	Reviews			
Strategy 1: Develop and communicate an outward-facing timeline of milestones for the establishment of Hope Squad teams by August 2025. **Strategy's Expected Result/Impact:** 100% implementation of Hope Squad **Staff Responsible for Monitoring:** Director of Counseling and Assistant Superintendent of Operations	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Quarterly submission of artifacts (rosters of advisors, student leaders, meeting/event calendars, agendas, sign-in sheets, minutes, and pictures) **Strategy's Expected Result/Impact:** Increased fidelity of implementation **Staff Responsible for Monitoring:** Director of Counseling and Assistant Superintendent of Operations	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Develop and provide quarterly recognitions and spotlights for campus activities. **Strategy's Expected Result/Impact:** Increased awareness and participation in Hope Squad **Staff Responsible for Monitoring:** Director of Counseling and Assistant Superintendent of Operations	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Explore grant opportunities, partnerships with community organizations and re-allocation of existing budgets to support Hope Squad goals. **Strategy's Expected Result/Impact:** Increase awareness and support of Hope Squad **Staff Responsible for Monitoring:** Director of Counseling and Assistant Superintendent of Operations	**Formative**			**Summative**
	Oct	Jan	Apr	June

○ No Progress   ○ Accomplished   ➔ Continue/Modify   ✗ Discontinue

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: Students and staff will have safe learning and work environments.

    Evaluation Data Sources: Staff, Student, and Parent Survey; Discipline Data; Feedback Loops

Strategy 1 Details	Reviews			

Strategy 1: Staff will be trained through the district-wide mandatory training mechanism on identification and signs of child abuse and will report it through the proper channels in a timely manner.
 	
    Strategy's Expected Result/Impact: Staff become more adept at recognizing the subtle and overt signs and symptoms of various types of child abuse.
 	
    Staff Responsible for Monitoring: Director of Academic Advising & Counseling Services, Human Resources
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Establish and maintain a robust system for the proactive identification, monitoring, and provision of tailored interventions for students at risk of dropping out.
 	
    Strategy's Expected Result/Impact: The graduation rate will increase from 98% to 98.5%. At-risk students will graduate with their peers. The percent of students identified as At-Risk will decrease 46.1% to 43%.
 	
    Staff Responsible for Monitoring: Director Academic Advising and Counseling, Director of Student Services, Executive Director of Curriculum and Instruction
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: District will implement programs to assist with the intervention of early mental health crisis, positive youth development, substance abuse prevention and intervention, dating violence and suicide prevention.
 	
    Strategy's Expected Result/Impact: Decrease chronic absenteeism rates, fostering consistent student engagement and academic progress.
Reduce recidivism within the Disciplinary Alternative Education Program (DAEP), promoting sustained positive behavioral change.
Minimize the percentage of students participating in risky behaviors, including substance abuse and self-harm, by enhancing student well-being and proactive intervention strategies
 	
    Staff Responsible for Monitoring: Director Academic Advising and Counseling, Director of Student Services, Director of Health Services
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement the Pregnancy Related Services program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide support for pregnant students.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director Academic Advising and Counseling and Director of Health Services				

Strategy 5 Details	Reviews			
Strategy 5: Support student-led safety teams at each campus to identify and plan for areas of concern (i.e. student focus group on restrooms, bulllying, and cyberbullying, etc).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Based on the student safety survey, students will report that incidents of bullying have decreased on their campuses. The percentage of parents reporting that bullying is a problem at their child's school will decrease physical bullying from 54% to 40%; verbal bullying from 63% to 55%, and cyberbullying from 49% to 40%. **Staff Responsible for Monitoring:** Director of Student Services, Executive Directors of Campus Leadership, Coordinator of Emergency Preparedness, Director of Safety and Security, Campus Principal				

Strategy 6 Details	Reviews			
Strategy 6: Ensure fidelity of implementation of the Behavior Framework by conducting compliance reviews of discipline data.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased accountability for implementation. Early intervention for severe behavior concerns. The percentage of staff reporting that they feel supported will increase from 73.1% to 76%. The percentage of parents reporting that they feel like their children are safe at school will increase from 78% to 81%. **Staff Responsible for Monitoring:** Director of Student Services, Executive Directors of Campus Leadership, Director of Academic Advising and Counseling, Director of Accountability and Intervention, Executive Director of Special Programs				

Strategy 7 Details	Reviews			
Strategy 7: School Resource Officers and Security personnel will partner with District and campus administration to provide a safe learning environment for students and staff. Duties are outlined in the Annual Law Enforcement MOU and Security Personnel job descriptions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the percentage of students reporting that they feel safe at school from 78% to 81%. **Staff Responsible for Monitoring:** Director of Safety and Security				

Strategy 8 Details	Reviews			

Strategy 8: Acquire and deploy integrated platforms--Anonymous Alerts, DoorCheck, Raptor, and LightSpeed--to strengthen reporting, access control, visitor management, and online monitoring, fostering safer school environments.
    Strategy's Expected Result/Impact: Increase the percentage of students, parents, and staff who report feeling safe at school by 10% within the next academic year, as measured by annual safety perception surveys.
    Staff Responsible for Monitoring: Director of Safety and Security
	Formative			**Summative**

	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			

Strategy 9: A cross-functional team will train and support the implementation of de-escalation, self-regulation, and intervention strategies.
    Strategy's Expected Result/Impact: The percentage of severe student behaviors will decrease.
    Staff Responsible for Monitoring: Assistant Superintendent of Operations, Executive Director of Special Programs, and Executive Directors of Campus Leadership
	Formative			**Summative**

	Oct	Jan	Apr	June

Strategy 10 Details	Reviews			

Strategy 10: Design and increase the offerings of professional learning opportunities responsive to behavior related student needs.
    Strategy's Expected Result/Impact: Reduction of the number of instructional disruptions related to behavior.
    Staff Responsible for Monitoring: Assistant Superintendent of Operations, Director of Student Services, and Director of Professional Learning
	Formative			**Summative**

	Oct	Jan	Apr	June

No Progress   Accomplished   Continue/Modify   Discontinue

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 2026, staff will have engaged in targeted professional learning to address role-specific needs.

    Evaluation Data Sources: Director of Professional Learning

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive professional learning plan with role-specific opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of staff reporting that they feel valued will increase from 72.2% to 80%. The percentage of staff reporting that they feel supported will increase from 73.1% to 80%. The percentage of staff reporting that they have opportunities to grow will increase from 74% to 80%. **Staff Responsible for Monitoring:** Director of Professional Learning	**Oct**	**Jan**	**Apr**	**June**

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

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 the end of the 25-26 school year, data will reflect alignment between T-TESS teacher observation and student growth measures across the district.

    High Priority

    Evaluation Data Sources: Eduphoria T-TESS, STAR Renaissance Growth Reports

Strategy 1 Details		Reviews			

Strategy 1: Develop district-wide teacher evaluation system that establishes clear expectations for: appraisal timeline, alignment with T-TESS processes, appraisal instrument, number of official evaluations, and training.
    Strategy's Expected Result/Impact: High Quality Instruction
    Staff Responsible for Monitoring: Exccecutive Directors of School Leadership, Executive Director of Human Resources
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 2 Details		Reviews			

Strategy 2: Create a tool to support T-TESS appraisers with analyzing teacher observation and student growth data.
    Strategy's Expected Result/Impact: High Quality Instruction
    Staff Responsible for Monitoring: Executive Directors of School Leadership
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 3 Details		Reviews			

Strategy 3: Design a professional learning plan to strengthen coaching feedback for teachers from principals and assistant principals
    Strategy's Expected Result/Impact: High Quality Instruction
    Staff Responsible for Monitoring: Executive Directors of School Leadership; Director of Professional Learning
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 4 Details		Reviews			

Strategy 4: Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth data.
    Strategy's Expected Result/Impact: High Quality Instruction
    Staff Responsible for Monitoring: Executive Directors of School Leadership; Executive Director of Human Resource
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Implement a professional development plan to support teacher understanding and use of student growth measures and instructional strategies to support student growth. **Strategy's Expected Result/Impact:** High Quality Instruction **Staff Responsible for Monitoring:** Executive Directors of School Leadership; Director of Professional Learning	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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 2: By October 2025, a communication plan will be implemented to provide all stakeholders with resources for understanding the Teacher Incentive Allotment.

    Evaluation Data Sources: Belton ISD TIA Website

Strategy 1 Details	Reviews			
Strategy 1: Distribute an informational video to all stakeholders providing an overview of the Belton ISD TIA program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BISD stakeholders informed of BISD TIA program	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Communications Officer, TIA Project Manager, Executive Director of School Leadership, Executive Director of Human Resources				

Strategy 2 Details	Reviews			
Strategy 2: Create a website to provide ongoing information to stakeholders regarding TIA.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BISD stakeholders informed of BISD TIA program	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Communications Officer, TIA Project Manager, Executive Director of School Leadership, Executive Director of Human Resources				

Strategy 3 Details	Reviews			
Strategy 3: Create a Belton ISD TIA handbook and FAQ to provide specific information regarding the implementation of TIA and how TIA designations will be determined.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BISD stakeholders informed of BISD TIA program	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Communications Officer, TIA Project Manager, Executive Director of School Leadership, Executive Director of Human Resources				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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 3: By June 2026, evaluate data processes and develop a data integrity and implementation plan.

Evaluation Data Sources: Skyward staff reports, PEIMS staff rosters

Strategy 1 Details	Reviews			

Strategy 1: Evaluate and implement best practices for using Eduphoria and student growth systems to ensure effectiveness for implementing TIA.
     Strategy's Expected Result/Impact: Eduphoria and other student growth systems will be effectively used to allow for on-going monitoring of data.
     Staff Responsible for Monitoring: Director of Instructional Technology, Director of Accountability
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Develop processes to track TIA-eligible teachers, including teacher placement and movement, to align with TIA student data and course codes.
     Strategy's Expected Result/Impact: Processes will be in place to allow for on-going monitoring of teacher placement and movement.
     Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Informational Systems
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Assemble a team to review the accuracy of teacher assignments and student course coding monthly.
     Strategy's Expected Result/Impact: Teacher assignments and student course coding will be monitored on a regular basis.
     Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Information Systems
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

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 4: By January 2026, a spending plan will be approved by the Board of Trustees.

Evaluation Data Sources: Belton ISD TIA Spending Plan

Strategy 1 Details	Reviews			
Strategy 1: Develop systems for payout for designated TIA teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TIA Eligible teachers with designations will be paid out by August 31 of the school year.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Finance, Payroll Manager				

Strategy 2 Details	Reviews			
Strategy 2: Develop a clear communication plan for designated TIA allocation amounts aligned with current compensation plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Eligible TIA teachers will have communication regarding TIA allocation amounts.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director of Human Resources, Director of Finance				

Strategy 3 Details	Reviews			
Strategy 3: Develop a system for identifying requirements for teachers to be eligible for payment through the TIA plan, including meeting hiring deadlines and instructional day requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear identification requirements will be set for hiring deadlines and instructional day requirements.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director of Human Resources				

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue	

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 5: Completion of a comprehensive Long-Range Technology Plan and Long-Range Instructional Technology Plan by June 30, 2026, outlining strategies and measurable objectives for fostering innovation and continuous improvement in instructional technology.

Strategy 1 Details	Reviews			
Strategy 1: By March 2026, Belton ISD will form a committee to assess our current technology and future needs. This will help us create a clear technology vision and goals to improve learning and district operations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Belton ISD will establish a diverse steering committee to lead a comprehensive needs assessment, auditing current technology, analyzing instructional usage, and assessing future readiness. This will inform the definition of a clear technology vision, mission, and measurable goals, ensuring technology effectively transforms learning and operations, and fosters student digital literacy and engagement. The expected impact is a data-driven, future-oriented technology plan that supports innovative learning experiences and operational efficiency across the district. **Staff Responsible for Monitoring:** Chief Technology Officer, Director of Instructional Technology and Campus Support, and Assistant Superintendent of Teaching and Learning.				

Strategy 2 Details	Reviews			
Strategy 2: Belton ISD will empower our learning community by providing targeted training, fostering collaboration, promoting digital literacy, and ensuring equitable technology access for all.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: To empower our learning community, Belton ISD will invest in differentiated professional development and instructional coaching, while fostering Professional Learning Communities and pilot programs for emerging technologies. We'll also promote digital literacy and citizenship across the curriculum and cultivate a safe-to-fail culture of experimentation. This commitment extends to ensuring equitable access to devices and connectivity for all students and staff, bridging digital divides, and selecting accessible technology tools to support diverse learners. **Staff Responsible for Monitoring:** Chief Technology Officer, Director of Instructional Technology and Campus Support, and Director of Professional Learning				

Strategy 3 Details	Reviews			
Strategy 3: Belton ISD will drive technology decisions with data through clear objectives, regular analysis, and continuous improvement cycles. We will maintain a strong, secure infrastructure and ensure sustainable funding to support it.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Belton ISD will establish measurable objectives and KPIs for all strategic technology goals, driving data-driven decision-making through regular data collection, analysis, and feedback loops. An iterative planning and review cycle, including annual reviews and PDSA cycles, will ensure continuous refinement and a clear technology refresh. Furthermore, we will strengthen our robust technology infrastructure and responsive support while prioritizing cybersecurity, all supported by securing adequate and sustainable funding through strategic budgeting and partnerships. **Staff Responsible for Monitoring:** Chief Technology Officer, Director of Instructional Technology and Campus Support, and Network Operations Manager				
No Progress ◯ Accomplished ◯ ➔ Continue/Modify ✕ Discontinue				

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Professional Learning		$0.00
2	2	2			$0.00
				Sub-Total	$0.00