

**Belton Independent School District**  
**Hubbard Branch Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

We cultivate curious minds, critical thinkers, and confident learners in pursuit of lifelong success.

## Vision

At Hubbard Branch Elementary, we strive to create a nurturing, inclusive community where every child feels valued and inspired to achieve their full potential. Through positivity, belonging, and academic excellence, we empower students to grow with confidence and become capable, compassionate leaders of tomorrow.

## 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 impact student learning and staff efficacy.

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hubbard Branch Elementary is a brand new school in Belton ISD that opened in August 2024. We serve 514 students from Kindergarten through 5th grade. Our student population is 42% Hispanic, less than 1% Asian, 11% Black, 37% White, and 8% identifying as two or more races. We are a Title I school with 66% of students identified as economically disadvantaged and 43% considered at risk. Additionally, 3% of our students experience homelessness, 19% are military-connected, 5% are emerging bilingual, and 3% receive ESL services. Our school is committed to supporting all learners, including the 25% of students receiving special education services.

### Demographics Strengths

With 66% of our students identified as economically disadvantaged we offer free meals to every student and provide back-pack meals for students to take home over the weekend.

With a 93% attendance rate, our proactive approach includes classroom teachers calling families after two absences and providing written notices after three absences.

We partner with local businesses and community members for career day. We also invite community volunteers to serve as lunch mentors, author visitors, and volunteer readers. We also partner with Temple College and UMHB.

GT students are provided enrichment pull out services with a GT interventionist at least twice a week in which they complete multiple group and individual projects at the campus, regional, and state levels.

Monthly grade level music performances are enhanced by the addition of relative art pieces on display.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Being a new campus we don't have many community partnerships. We need to increase our school-family connections.

**Root Cause:** We need more community partnerships and parent involvement.

# Student Learning

## Student Learning Summary

### Spring 2025 Interim Data

3rd Math - 49% Did Not Meet, 23% Approaches, 14% Meets, 14% Masters

4th Math - 58% Did Not Meet, 13% Approaches, 9% Meets, 20% Masters

5th Math - 57% Did Not Meet, 18% Approaches, 12% Meets, 13% Masters

3rd ELA - 49% Did Not Meet, 18% Approaches, 13% Meets, 20% Masters

4th ELA - 47% Did Not Meet, 18% Approaches, 18% Meets, 17% Masters

5th ELA - 36% Did Not Meet, 18% Approaches, 7% Meets, 39% Masters

### BOY to MOY Star Renaissance Data

KG Early Lit - 51% to 71%

1st Early Lit - 33% to 38%

2nd Reading - 55% to 55%

3rd Reading - 46% to 47%

4th Reading - 46% to 46%

5th Reading - 48% to 53%

1st Math - 28% to 30%

2nd Math - 36% to 38%

3rd Math - 34% to 40%

4th Math - 47% to 44%

5th Math - 36% to 46%

## Student Learning Strengths

STAAR Interim Window 3: In 3rd-5th Math our DNM Scores are in line with our cohort campuses. STAAR Interim Window 3: In 3rd-5th Reading our DNM scores are in line with our cohort campuses. 3rd-5th math are our lowest areas of DNM based on Interim 3 data. Our special education and economically disadvantaged sub populations are underperforming in both reading and math as compared to the total population.

Every 6 weeks academic MTSS occurs for each grade level with the Intervention Team. These teams go over student data and observational notes. In addition, teachers meet weekly at PLC to review student achievement and form fluid small groups. Classroom teachers are using formatives to drive instruction and form targeted small groups.

Monthly/Bi Monthly Instructional Walks with classroom teachers and leadership team. Teacher feedback includes praises, questions, and challenges.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Formative assessment data was not streamlined with a quick view for all teachers, interventionists, IC, and administrators to see.

**Root Cause:** Need standardized formative assessment trackers for priority standards per grade level.

**Problem Statement 2 (Prioritized):** Parents struggle to understand Standards Based Grading and understanding their students' growth.

**Root Cause:** Need to provide more parental support for understanding the SBG and student growth expectations. Grade level communication per 9 weeks to parents about student achievement. Need more communication - not just on a report card.

**Problem Statement 3 (Prioritized):** Special Education students are underperforming in both reading and math as compared to the total population.

**Root Cause:** SpEd students are being pulled out for services and need more access to the general education curriculum.

# School Processes & Programs

## School Processes & Programs Summary

At our school, we employ Professional Learning Communities (PLCs) and the Multi-Tiered System of Supports (MTSS) to meticulously analyze student data, which informs our planning of common instructional practices and formative assessments. This structured approach enables us to provide tiered academic support tailored to meet the diverse needs of our students, ensuring that each child receives the appropriate level of intervention and enrichment.

Our commitment to professional development is evident through a variety of initiatives designed to enhance teacher effectiveness and growth. These include Inspire Academy for new teachers, PD Pop-Ups for ongoing learning, Personalized Professional Development opportunities, and the PLC Academy. Additionally, we offer New Teacher Mentoring, Coaching Cycles, Instructional and Ground Work Walks, and District Support for Coaching, all of which are complemented by Modeled Lessons to provide practical, hands-on learning experiences.

The Master Schedule is strategically designed to support teacher collaboration and planning. It includes half-day planning sessions every nine weeks for each grade level, weekly sheltered planning, and dedicated PLC time. Furthermore, we ensure classroom coverage to facilitate campus classroom walks, allowing teachers to observe and learn from one another in real-time classroom settings.

To support student transitions, we have established several initiatives, including 5th Grade Middle School Visits, BECS Visits to HB, and Special Education (SPED) transition discussions with BECS. These efforts are aimed at easing the transition for students entering and exiting HB, ensuring they feel supported and prepared for the next stage in their educational journey.

Our teachers are well-versed in foundational Ground Work procedures, which clearly delineate between behaviors managed within the classroom and those requiring office intervention. This clarity ensures that discipline referral data accurately reflects behaviors that are managed at the office level, allowing us to address and support student behavior effectively and consistently.

## School Processes & Programs Strengths

We utilize **PLCs and MTSS** to analyze data, plan common instructional practices and formatives, and provide tiered academic support.

**Professional Learning** for staff includes Inspire Academy (new teachers), PD Pop-Ups, Personalized PD, PLC Academy, New Teacher Mentoring, Coaching Cycles, Instructional and Ground Work Walks, District Support for Coaching, and Modeled Lessons.

The **Master Schedule** allows for half-day planning every 9 weeks for each grade level, weekly sheltered planning and PLC time, and classroom coverage for campus classroom walks.

5th Grade MS Visits, BECS Visits to HB, and SPED transition discussions with BECS are in place to help transition students into and out of HB.

Teachers understand foundational Ground Work procedures, including office vs class-managed behavior. Discipline referral data accurately reflects office-managed behavior.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Leadership Team and Grade Level Leaders have a good understanding of the purpose and goals of a PLC, but other staff, such as Interventionists and some grade level teachers do not.

**Root Cause:** Guiding Coalition only met a few times this school year.

# Perceptions

## Perceptions Summary

Our campus is often described by both students and staff as a welcoming and friendly environment. This positive atmosphere is complemented by our commitment to being data-driven, which ensures that our educational strategies are informed and effective. The diversity within our school community enriches the learning experience, making it more engaging for everyone involved.

A significant portion of our students and staff report feeling supported and experiencing a strong sense of belonging. This is a testament to the inclusive culture we strive to maintain, where every individual feels valued and part of the school community.

We actively encourage community and parent involvement through various educational events, such as Lit Night. These events are designed to strengthen student achievement by fostering collaborative activities that engage both students and their families in the learning process.

To keep our families, staff, and stakeholders well-informed, we utilize multiple communication channels. These include Parent Square, email, Facebook, weekly newsletters, and phone calls. This multi-faceted approach ensures that important information is accessible and reaches everyone in our school community.

Our commitment to community and parent involvement is further demonstrated through events like Open House nights, Thanksgiving Lunch, and Hubbard Holidays. Programs such as Education Connection, student mentorship, and participation in activities like the baseball team, UMHB Basketball, and Magic Belles, along with the support of the PTA, all contribute to a vibrant and connected school community.

Frequent communication is facilitated through Parent Square, where teachers and families can engage with newsletters and updates. This consistent flow of information helps maintain a strong connection between the school and home, ensuring that everyone is aligned and informed about school activities and initiatives.

## Perceptions Strengths

Students and staff highlight our campus to be welcoming, friendly, positive, data driven, diverse, and engaging.

A majority of students and staff feel supported and a sense of belonging.

Community/parent involvement includes educational nights such as Lit Night, strengthening student achievement with collaborative activities.

Our school communicates via Parent Square, email, Facebook, weekly newsletters, and phone to keep family/staff/stakeholders informed.

Community/Parent Involvement - Open House nights, Thanksgiving Lunch, Hubbard Holidays, Education Connection, Student mentors, Baseball team, UMHB Basketball, Magic Belles, PTA

Frequent communication through Parent Square among teachers, families with newsletters.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 74% of Staff feel like they belong at Hubbard Branch. 60% of students feeling like they belong at Hubbard Branch.

**Root Cause:** We were a brand new school this year establishing who we are.

# Priority Problem Statements

**Problem Statement 1:** Formative assessment data was not streamlined with a quick view for all teachers, interventionists, IC, and administrators to see.

**Root Cause 1:** Need standardized formative assessment trackers for priority standards per grade level.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Parents struggle to understand Standards Based Grading and understanding their students' growth.

**Root Cause 2:** Need to provide more parental support for understanding the SBG and student growth expectations. Grade level communication per 9 weeks to parents about student achievement. Need more communication - not just on a report card.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Special Education students are underperforming in both reading and math as compared to the total population.

**Root Cause 3:** SpEd students are being pulled out for services and need more access to the general education curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Leadership Team and Grade Level Leaders have a good understanding of the purpose and goals of a PLC, but other staff, such as Interventionists and some grade level teachers do not.

**Root Cause 4:** Guiding Coalition only met a few times this school year.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** 74% of Staff feel like they belong at Hubbard Branch. 60% of students feeling like they belong at Hubbard Branch.

**Root Cause 5:** We were a brand new school this year establishing who we are.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Being a new campus we don't have many community partnerships. We need to increase our school-family connections.

**Root Cause 6:** We need more community partnerships and parent involvement.

**Problem Statement 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data





# Goals

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

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

**Performance Objective 1:** Hubbard Branch will secure a sponsorship with Temple College through their Adopt-A-School program for the 2025-2026 school year, a partnership that offers our students engagement/opportunities which promote a future driven mindset, at least once a semester.

**Evaluation Data Sources:** Log of partnership events and activities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hubbard Branch and Temple College will partner for at least three events throughout the school year including a Ground Breaking Ceremony in September.</p> <p><b>Strategy's Expected Result/Impact:</b> School and community connects will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Title I:</b> 2.532</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Temple College will provide speakers and pathways for Career Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will connect their current learning with future opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Title I:</b> 2.532</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

## Demographics





**Problem Statement 1:** Being a new campus we don't have many community partnerships. We need to increase our school-family connections. **Root Cause:** We need more community partnerships and parent involvement.

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

Key Progress Measure: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

**Performance Objective 2:** Foster strong, positive relationships with parents and families to gather input and feedback regarding School and Parent Compact, Parent and Family Engagement Policy, and Title 1 program evaluation and in order to inform improvement efforts.

**Evaluation Data Sources:** Title 1 Documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent involvement opportunities will be provided to families at least once per month. Including, but not limited to grade level performances, Literacy Night, STEM Night, STAAR information sessions, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in school improvement efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parental support for understanding the Standards Based Grading and student growth expectations. Send out specific communication to parents during the 1st Nine Weeks regarding how to understand and interpret SBG. In addition to October Parent Conferences, grade level teachers will communication each 9 weeks to parents about student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel more informed about their students' progress and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Being a new campus we don't have many community partnerships. We need to increase our school-family connections. **Root Cause:** We need more community partnerships and parent involvement.

**Student Learning**

**Problem Statement 2:** Parents struggle to understand Standards Based Grading and understanding their students' growth. **Root Cause:** Need to provide more parental support for understanding the SBG and student growth expectations. Grade level communication per 9 weeks to parents about student achievement. Need more communication - not just on a report card.





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

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

**Performance Objective 1:** Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 40% to 48% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

**Evaluation Data Sources:** Critical Thinking data collection.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning at least three times per semester emphasizing instructional strategies in the critical thinking areas of asking questions and evaluating arguments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase critical thinking in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional walks will focus on observing, monitoring and providing feedback in the areas of asking questions and evaluating arguments.</p> <p><b>Strategy's Expected Result/Impact:</b> Critical thinking will increase in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

**Performance Objective 2:** The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Math will increase from 26% to 30% by June 2026.





The percentage of 3rd grade students that score 'meets grade level' or above on STAAR Reading will increase from 30% to 34% by June 2026.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** June 2026 STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the "Strive for 5" instructional framework in all classrooms in order to orchestrate conversations that are responsive to students and challenge their thinking and language use.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will communicate about their learning and the objective of the lesson all throughout the lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use formative assessment data tracking tool for priority TEKS to create individualized responses to that data for targeted reteach and classroom interventions. Classroom teachers and Interventionists provide additional academic support for students based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative assessment data is streamlined with a quick view for all teachers, interventionists, IC, and administrators to see.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.53, 2.533 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a special education coteach model for students whom this would benefit.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will have greater access to the general education curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Special Education Teachers - Modified</p> <p><b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Formative assessment data was not streamlined with a quick view for all teachers, interventionists, IC, and administrators to see. <b>Root Cause:</b> Need standardized formative assessment trackers for priority standards per grade level.</p>
<p><b>Problem Statement 3:</b> Special Education students are underperforming in both reading and math as compared to the total population. <b>Root Cause:</b> SpEd students are being pulled out for services and need more access to the general education curriculum.</p>

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

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.





Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

**Performance Objective 3:** By May 2026, the PLC Guiding Coalition will demonstrate measurable progress toward becoming a high-functioning team, as evidenced by meeting all criteria within the 'Developing' level of the Collaborative Culture with High-Performing Teams Continuum.

**High Priority**

**Evaluation Data Sources:** Collaborative Culture with High Performing Teams Continuum.

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By December 2025 collaborative teams will complete one full unit planning cycle that includes the backward design model, progression ladders, and team-developed common formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Leadership Team and Grade Level Leaders have a good understanding of the purpose and goals of a PLC, but other staff, such as Interventionists and some grade level teachers do not. <b>Root Cause:</b> Guiding Coalition only met a few times this school year.</p>

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

Key Progress Measure: Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.

**Performance Objective 1:** Achieve 80% staff participation in creating and pursuing a professional learning goal aligned with the BISD leadership definition by May 2026.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leadership will facilitate and deliver professional development opportunities at least once per semester and show how it is connected to the BISD leadership definition. Opportunities will focus on campus and district initiatives, as well as needs appropriate to staff and students. This may include ESL Strategies, Critical Thinking, Emergent Tree, and Capturing Kids Hearts.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be provided professional learning that will encourage professional growth and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will complete 2 self-chosen professional development opportunities to attend during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have some choice in their professional learning and feel valued and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

**Performance Objective 1:** Implement a Hope Squad team with trained students and advisors at each campus, and conduct a minimum of one Hope Squad event by May 2026.

**Evaluation Data Sources:** Log and documentation of Hope Squad events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor(s) will undergo training in order to lead the Hope Squad initiative, to be formed with trained students by October of 2025; Kindness Week events will be orchestrated, to take place in February of 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become leaders of kindness and anti-bullying on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hope Squad will meet monthly to support their mission of connectivity amongst campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Hope Squad will lead other students on campus in kindness and anti-bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

Key Progress Measure: Implement Hope Squad at 100% of campuses as measured by active Hope Squad teams with trained students and advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.


**Performance Objective 2:** Increase staff feeling like they belong at Hubbard Branch from 74% to 85%. Increase students feeling like they belong at Hubbard Branch from 60% to 75%.

**Evaluation Data Sources:** Survey data results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Capturing Kids Hearts. Intentionally embed CKH rituals and routines into staff meetings and PLC's.  <b>Strategy's Expected Result/Impact:</b> Students and staff will build a culture of belonging.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement monthly grade level student recognition rallies for Hawk of the Month, students meeting goals, etc.  <b>Strategy's Expected Result/Impact:</b> Students and staff will be recognized for accomplishments each month. A sense of belonging will be built.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Leadership team will do monthly staff pulse checks. Send out monthly staff survey.                      1. On a scale of 1-10 how well do you feel connected to Hubbard Branch?                      2. What is one actionable item we could consider implementing in order to move you closer to a 10?  <b>Strategy's Expected Result/Impact:</b> Staff will feel valued and supported.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Perceptions**





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

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

Key Progress Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

**Performance Objective 1:** Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

**Evaluation Data Sources:** Percentage of teachers that qualify for Teacher Incentive Allotment by the end of the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus appraisers will calibrate T-TESS evaluations and classroom walkthroughs and feedback.  <b>Strategy's Expected Result/Impact:</b> Campus appraisers will be aligned and consistent on T-TESS ratings and feedback given to teachers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a system for standardized procedures and protocols for administering benchmark assessments across all grade levels.  <b>Strategy's Expected Result/Impact:</b> All grade levels administering benchmark assessments will have standardized procedures for administering.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Leadership will implement a structured system of observation, feedback, and coaching for all teachers prioritizing Domains 2 and 3 in T-TESS rubric.  <b>Strategy's Expected Result/Impact:</b> Reducing variability between classrooms across campus.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>