Belton Independent School District

Belton Middle School

2025-2026 Goals/Performance Objectives/Strategies

Mission Statement

At Belton Middle School we collaborate to grow as learners, forging a legacy of excellence.

Vision

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

Value Statement

We believe that though collaboration and intentional planning students will have access to guaranteed and viable instruction.

We believe that reducing variable in classroom instructional practices all students will have access to high quality instructional practices.

We believe that success is based on a common mission and it is imperative to celebrate success.

We believe that shared decision-making among staff, students, parents, and community members will allow us to achieve our goals.

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Goals

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

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

Performance Objective 1: Establish at least one new strategic partnership between each campus/department and a community organization, business, industry leader, or institution of higher education by January of 2026.

Evaluation Data Sources: List of community partnerships provided to District Office.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen and scale the existing partnership with UMHB to serve as a model for future collaborations by establishing an annual joint event (e.g., Family Fitness Fair or Health & Movement Day) **Strategy's Expected Result/Impact:** Increase stakeholder (students, parents, community members, and staff) involvement **Staff Responsible for Monitoring:** Principal, APs, IC, and PE teacher	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Initiate and grow a strategic partnership with STAARY/other mental health community resources to strengthen trauma-informed practices and mental health first aid across campus. This will support our Hope Squad initiatives on campus. **Strategy's Expected Result/Impact:** Increase community involvement, support students **Staff Responsible for Monitoring:** Counselors	**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: BY May 2026 BMS parent engagement , specially of parents of underserved sub population, will increase as measured by parent sign in sheets and parent survey to 2 events one per semester for underserved sub populations.

    Evaluation Data Sources: parent sign ups and follow up surveys,

Strategy 1 Details	Reviews			
Strategy 1: Plan and implement evening events in Fine Arts and STEM to increase parent involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent involvement	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principle, Aps, and teachers				
Strategy 2 Details	Reviews			
Strategy 2: Create parent and student Principal advisory groups to seek input and gain feedback about needs for growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent and student voice.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Students, and Parents				
Problem Statements: Demographics 1				

○ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Belton Middle School offers parent involvement opportunities, but engagement is inconsistent, especially among some parent groups. Limited outreach and communication strategies make it difficult to build strong family partnerships. There is a need to expand and maximize engagement efforts to better connect with all families.   **Root Cause**: A lack of connectedness for certain families.

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

Key Progress Measure: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.
Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: Increase the percentage of students demonstrating critical thinking, with an emphasis on asking questions and evaluating arguments from 47% to 55% in alignment with the Journey of a Graduate Competency Rubric by May of 2026.

Evaluation Data Sources: Walkthroughs, Lesson Plans, Survey data

Strategy 1 Details	Reviews			
Strategy 1: Students will use the learning progression and end-of-unit assessments to show a minimus of proficiency. This student-created data will drive our data digs. Teachers will adjust Tier 1 instruction using the Solution Tree protocol. Critical thinking will be reinforced through daily questioning and argument analysis, monitored with our campus rubric during walkthroughs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instructional rigor and support the development of student critical thinking skills. **Staff Responsible for Monitoring:** Principal, APs, IC, PLCs **Problem Statements:** Student Learning 3				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Inconsistent implenetation of Tier 1 strategies is impacting students achievement.   **Root Cause**: Lack of ongoing professional development and instructional coaching has led to inconsistent implantation and application of high yield Tier 1 strategies.

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: By May 2026, 100% of core teachers will implement Tier 1 instructional strategies from Lead4ward (e.g., instructional playlists, quick checks, and student-to-student discourse).

    Evaluation Data Sources: bi-monthly walkthroughs, lesson plans, assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Progress will be monitored through monthly walkthrough data, lesson plan checks, and feedback protocol. Success will be measured by implementation rate of the strategies during observations and an increase in student engagement and performance on formative assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Enhance Instructional effectiveness
    Staff Responsible for Monitoring: Principal, APs, IC
 	
    Problem Statements: Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Increase the effectiveness and engagement of Tier 1 instruction by prioritizing the use of STRIVE for FIVE for learning targets.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: This will increase student ownership of learning, improve academic discourse, and support all learners in accessing rigorous content.
    Staff Responsible for Monitoring: Teachers, AP, IC
 	
    Problem Statements: Student Learning 3				

Strategy 3 Details	Reviews			
Strategy 3: Reduce the reliance on technology as a direct substitute for traditional teaching methods by the end of the academic year, shifting towards its use as an interactive learning resource that enhances critical thinking, collaboration, and student engagement	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By reducing reliance on direct substitution and increasing opportunities for collaboration, creativity, and critical thinking, students will experience more dynamic and meaningful learning. **Problem Statements:** Student Learning 2				

No Progress   ○ Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Technology is not consistently integrated into instruction to enhance learning and student engagement; instead, it is often used for compliance or as a substitute rather than a supplemental or transformative tool.   **Root Cause**: Limited training and support on integrating technology as an instructional tool has resulted in inconsistent and superficial use across classrooms.
Problem Statement 3: Inconsistent implenetation of Tier 1 strategies is impacting students achievement.   **Root Cause**: Lack of ongoing professional development and instructional coaching has led to inconsistent implantation and application of high yield Tier 1 strategies.

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

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

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

Performance Objective 3: By May 2026 100% of collaborative teams will follow a standardized planning and data protocols using an Instructional Playbook that focuses on intentional, high quality instruction aligned to the learning target.

Evaluation Data Sources: Agendas, Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Use a campus-wide Instructional Playbook to drive high-quality instruction through aligned collaborative groups, consistent data protocols, and evidence-based practices.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus wide Instructional consistency **Staff Responsible for Monitoring:** Principal, APs, IC **Problem Statements:** Student Learning 1				
Strategy 2 Details	Reviews			
Strategy 2: By May 2026, teachers will implement consistent, proactive classroom management strategies to increase student engagement and reduce off-task behaviors, as evidenced by a 10% decrease in classroom referrals and increased positive behavior data tracked through campus emergent tree tools	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Implementing consistent and proactive classroom management strategies will foster a more positive and structured learning environment, leading to increased student engagement and a reduction in off-task behaviors. As students experience greater clarity, predictability, and support in their classrooms, they are more likely to participate meaningfully in learning. **Problem Statements:** School Processes & Programs 1				
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Current core subject areas lacks a consistent, data informed approach to identifying and addressing student learning gaps, limiting growth in STAAR Meets and Masters performance areas.   **Root Cause**: There is an inconsistent use of common formative assessments, in core subjects, aligned to priority standards , and limited structures for timely data analysis and instructional response in collaborative teams, resulting in missed opportunities for student growth.

School Processes & Programs

Problem Statement 1: Too many classroom-based discipline referrals are disrupting instructional time and student learning, indicating a need for more effective classroom management strategies and proactive behavior supports.   **Root Cause**: Many teachers lack consistent implementation of Tier 1 and Tier 2 behavior strategies due to insufficient training, limited support structures, and inconsistent feedback systems for behavior. management.

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

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

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

    Evaluation Data Sources: STRIVE goal setting for TTESS

Strategy 1 Details		Reviews			
Strategy 1: Campus administrators will review Belton ISD's leadership definition with staff prior to TTESS goal setting, guiding teachers to align their goals with the district's leadership qualities of student-centered practice, collaboration, and continuous growth, with progress monitored at the middle and end of the year.		**Formative**			**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Growth of leadership qualities of staff.
     Staff Responsible for Monitoring: Principal, APs, and IC
 	
     Problem Statements: Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted support to new teachers at key points throughout the school year, including before the end of the first 9 weeks, prior to the end of the first semester, before Spring Break, and following STAAR testing.		**Formative**			**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Enhance teacher confidence, effectiveness, and retention, ultimately leading to improved student outcomes and a stronger, more cohesive teaching team.
     Staff Responsible for Monitoring: Principal, APs, IC
 	
     Problem Statements: Perceptions 1					

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Belton Middle School has made strides in improving staff onboarding and mentoring, which has positively impacted retention. However, continued efforts are needed to strengthen professional learning and promote a growth mindset among all staff. **Root Cause**: Gaps in collaboration and instructional consistency remain, pointing to the need for a more cohesive culture of support and continuous improvement

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

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

Performance Objective 2: During the 2025-2026 school year the leadership will develop a culture of value, support and growth amount staff by actively seeking feedback.

    Evaluation Data Sources: Middle year and end of year surveys.

Strategy 1 Details			Reviews			
Strategy 1: Leadership Team will conduct surveys and listening sessions every 9 weeks to seek feedback from staff			**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher efficacy			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, APs, Counselors **Problem Statements:** Perceptions 1						
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Belton Middle School has made strides in improving staff onboarding and mentoring, which has positively impacted retention. However, continued efforts are needed to strengthen professional learning and promote a growth mindset among all staff. **Root Cause**: Gaps in collaboration and instructional consistency remain, pointing to the need for a more cohesive culture of support and continuous improvement

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 advisor at each campus, and conduct a minimum of one Hope Squad event by May 2026.

   Evaluation Data Sources: Counselor data, BTATAs, and feedback from students, staff, and parents from each event.

Strategy 1 Details	Reviews			
Strategy 1: Implement a phased model for launching Hope Squad across campus by providing training, support, and resources to campus advisors and student members. Ensure BMS has an active Hope team and hosts at least one student-led event by May 2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Support mental health of students and staff **Staff Responsible for Monitoring:** Counselors, Administration, teacher advisor				

⚪ 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: Throughout the 25-26 school year, the leadership team will develop a culture of value, support, and growth amongst staff and students by celebrating campus success.

> **Evaluation Data Sources:** staff surveys, student surveys,

Strategy 1 Details		Reviews			
Strategy 1: The leadership team will build a culture of value and growth by celebrating academic progress and campus successes. Recognition will include academic incentives, social media highlights and announcements. **Strategy's Expected Result/Impact:** Increases motivation, strengthens school culture, and promotes continuous academic achievement for all students and staff. **Staff Responsible for Monitoring:** Principal, AP, counselors, IC, teachers		**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 1: Measure: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

> **Evaluation Data Sources:** TTESS, assessment data

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional development to designated teachers, ensuring robust systems of support that include the TIA framework, benefits, and requirements, while establishing a monitoring and evaluation process to track progress, gather feedback, and adjust supports as needed for successful implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2026, designated teachers will benefit from comprehensive systems of support that align with the TIA program, leading to improved teaching quality, increased teacher satisfaction, and enhanced student achievement. **Staff Responsible for Monitoring:** Principal and APs				
○ 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: Provide targeted professional development for campus administrators to enhance observation and feedback practices aligned with TTESS, specifically supporting Teacher Incentive Allotment (TIA) implementation. This will occur through Region 12.

Evaluation Data Sources: Through walkthrough data in Strive, Observations targeted to teacher need and campus initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Implement summer Professional learning for administrators Feedback and Coaching to support teacher growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher Growth **Staff Responsible for Monitoring:** Principal, APS				

Strategy 2 Details	Reviews			
Strategy 2: The leadership tam will calibrate with the Observation Feedback Tool. This will be a standing agenda item at our leadership team meeting to monitor campus trends and specific campus coaching to teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher growth **Staff Responsible for Monitoring:** Principal, APS				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue