Belton Independent School District

Belton New Tech High School

2025-2026 Campus Improvement Plan

Mission Statement

Guiding learners to lead, innovate, and serve.

Vision

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

Value Statement

Values & Beliefs

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

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

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

Community Engagement - We believe that the learning experiences of our students and 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

New Tech High School exhibits a diverse student body across several key demographic categories.

The student population is distributed across the traditional high school grade levels, with the largest cohort being the juniors numbering 81, followed by sophomores at 77. The school has 65 seniors and 54 freshmen, indicating a slightly larger upperclassman presence overall.

In terms of gender, New Tech has a near balance, with 148 female students and 129 male students.

The ethnic makeup of the school reveals a predominantly Caucasian population with 161 students. The next largest ethnic group is Hispanic with 80 students. Other represented ethnicities include African American with 19 students, multiple races with 12 students, Asian with 4 students, and American Indian with 1 student. There are no students identifying as Pacific Islander in the provided data. This ethnic distribution highlights a multicultural environment within the school.

Regarding special programs, New Tech serves a number of students with specific educational needs. Thirty students are identified as receiving Special Education (SPED) services, while a larger group of 60 students have a 504 plan, which provides accommodations for students with disabilities. Additionally, 11 students are identified as participating in Gifted and Talented (GT) programs, indicating support for high-achieving learners.

Demographics Strengths

New Tech High School's demographic data reveals several inherent strengths:

Balanced Gender Representation: The near-equal numbers of female (148) and male (129) students indicate a relatively balanced gender distribution within the student body.

Multi-Ethnic Presence: The data shows representation across multiple ethnic groups, including 161 Caucasian, 80 Hispanic, 19 African American, 4 Asian, 1 American Indian, and 12 students identifying with multiple races. This demonstrates the presence of a multi-ethnic student population within the school.

Commitment to Diverse Learning Needs: The numbers indicate a defined structure for supporting diverse learners. Eleven students are identified within the Gifted and Talented (GT) program, 30 students are receiving Special Education (SPED) services, and 60 students have a 504 plan in place. This shows an established framework for addressing a range of educational needs within the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall enrollment is lower relative to past enrollment when New Tech was a program of BHS.
Root Cause: Gaining independence from Belton High School reduced student pathways relative to the comprehensive high school experience which led to a drop in enrollment for incoming freshmen and sophomores.

Student Learning

Student Learning Summary

New Tech High School's performance on the STAAR End-of-Course (EOC) exams reveals varied levels of mastery across different subjects. For English I, 93% of students achieved the 'Approaches' level, 80% reached the 'Meets' level, and 30% attained the 'Masters' level. In English 2, the 'Approaches' level was met by 91% of students, 'Meets' by 82%, and 'Masters' by 11%. For Algebra I, 91% of students demonstrated an 'Approaches' level understanding, 53% reached 'Meets', and 24% achieved 'Masters'. In Biology, 100% of students achieved the 'Approaches' level, 86% reached 'Meets', and 29% attained 'Masters'. For US History, 97% of students achieved the 'Approaches' level, 87% reached 'Meets', and 48% attained the 'Masters' level. CCMR for graduating seniors was 85%. Campus SAT mean total score was a 966.

Student Learning Strengths

2025 EOC scores were in most cases higher than the district average and comparable or higher than our campus cohort scores from the 2024 year. CCMR results are currently on track to meet or exceed the district key progress measure for district CCMR outcomes by 2028. For the graduating class of 2026-27, 21 students were eligible for College Board National Recognition programs such as the School Recognition Award and First Generation Recognition Award.

SAT performance was higher than the state, national, and global average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While progress has been made toward ensuring students receive a guaranteed and viable curriculum through the integration of gold standard PBL practices, there is still inconsistency in implementation across classrooms. Continued efforts are needed to align instruction, assessment, and support systems to ensure high-quality, engaging learning experiences for all students.
Root Cause: While initial implementation of PBLWorks, PLC at Work, and RTI at Work has increased awareness, consistent coaching, feedback, and support systems are still developing to drive continuous improvement.

Problem Statement 2 (Prioritized): While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.
Root Cause: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.

School Processes & Programs

School Processes & Programs Summary

Belton New Tech @ Waskow has made strides in its processes and programs, notably in professional learning and fostering a culture of improvement. The school effectively provides actionable professional learning, such as utilizing Kanban boards for project management and delivering targeted training for PLCs. There's a strong emphasis on PBLWorks, with all staff trained in gold standard PBL. This has contributed to increased staff awareness and buy-in for campus improvement, with both teachers and students actively participating in shaping campus culture and events. The MTSS redesign has enabled more agile responses to intervention, and the use of student data in lesson planning is an emerging practice. Furthermore, teacher PLC and planning time are protected, and the school has implemented effective programs to support smooth freshmen onboarding and a disciplinary approach that prioritizes student agency and dignity. However, there are areas that need attention. Onboarding for new teachers with limited PBL experience needs improvement, and administrators require more protected time for instructional coaching. There's a need for each teacher team to assume ownership of the CIP and for collective ownership of MTSS meetings and processes to avoid over-reliance on any single point of failure. While lesson planning based on student data is emerging, it's not yet a sustainable process. Additionally, MTSS behavior practices require further development and piloting, particularly concerning Tier 3 supports.

School Processes & Programs Strengths

The school provides actionable and responsive professional learning, such as using Kanban boards for project management and targeted training for Professional Learning Communities (PLCs). There is ongoing support for PBLWorks, with all staff trained in gold standard PBL. Staff awareness and buy-in for campus improvement have increased, with teachers and students taking greater responsibility for campus culture and events. The MTSS redesign allows for more agile responses to intervention, and lesson planning based on student data is emerging. Teacher PLC and planning time are protected, and the school has events to support smooth freshmen onboarding. The Pro Card system effectively places student agency and dignity at the center of the disciplinary approach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The effectiveness of instructional coaching at Belton New Tech @ Waskow is compromised by the frequent unscheduled interruptions of administrators, even when time for coaching has been designated on their calendars, resulting in limited opportunities to provide teachers with targeted feedback and support needed to refine their practice and improve student outcomes.
Root Cause: The school's flat organizational structure, which promotes open and immediate access to administrators; a preference for face-to-face communication even when asynchronous methods would be more efficient; and a need to further develop staff members' sense of agency and trust in their ability to make independent decisions, leading to unnecessary reliance on administrative input.

Problem Statement 2 (Prioritized): The MTSS framework at Belton New Tech @ Waskow faces systemic challenges in consistently supporting all students. While Tier 1 and 2 are initiated, we need sustainable implementation, and Tier 3 requires design and initiation.
Root Cause: MTSS challenges stem from: the need for sustainable Tier 1/2 systems and the design/initiation of Tier 3, and insufficient collective ownership.

Perceptions

Perceptions Summary

Belton New Tech @ Waskow enjoys a strongly positive perception among its students and the broader community. Students generally report feeling safe, supported, and connected within the school environment. A high percentage of students indicate they have trusted adults at school, feel a sense of belonging, and experience positive interactions with teachers. The school has cultivated strong and growing partnerships, including an "Adopt-a-Unit" program with Fort Cavazos and collaborations with downtown Belton businesses. The school effectively communicates events and information through ParentSquare and major social media platforms, and the external community generally views the campus favorably. New teachers receive mentorship, and struggling teachers are supported through active coaching cycles. However, there's an identified need for teachers to more consistently check in with students about their feelings. Additionally, the school faces challenges in marketing perceptions for recruitment. The school aims to increase its visibility and improve ease of discovery for parents exploring high school options and address these misconceptions in its marketing efforts.

Perceptions Strengths

Belton New Tech @ Waskow fosters a positive and supportive learning environment, as reflected in the perceptions of its students and the broader community. The school excels in creating a safe and inclusive atmosphere where students feel connected and valued. A significant majority of students report having trusted adults at the school (91%), feeling a strong sense of belonging (100% have at least one friend), and experiencing positive interactions with teachers (97% of students report being called by name by at least one adult daily). Students also feel safe at school (91%) and report that teachers effectively manage classroom behavior (88%). The school provides strong support systems for both new and struggling teachers, with all new teachers receiving mentorship and struggling teachers benefiting from ongoing coaching cycles. Furthermore, Belton New Tech @ Waskow has cultivated robust and expanding partnerships within the community, including an "Adopt-a-Unit" program with Fort Cavazos and collaborations with downtown Belton businesses. The school communicates effectively with parents and the community through ParentSquare and major social media platforms. Public perception of the campus is highly positive within the Belton/Temple community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many members of the BISD community have misconceptions or lack of awareness of our campus. In addition, there are inefficiencies in our recruiting process.
Root Cause: There is a lack of a comprehensive, strategic communication and outreach plan that consistently showcases the unique offerings, successes, and opportunities at our campus to the broader BISD community. Additionally, the current recruiting process lacks streamlined systems and clearly defined roles, leading to missed opportunities to engage prospective students and families effectively.

Priority Problem Statements

Problem Statement 1: The effectiveness of instructional coaching at Belton New Tech @ Waskow is compromised by the frequent unscheduled interruptions of administrators, even when time for coaching has been designated on their calendars, resulting in limited opportunities to provide teachers with targeted feedback and support needed to refine their practice and improve student outcomes.

Root Cause 1: The school's flat organizational structure, which promotes open and immediate access to administrators; a preference for face-to-face communication even when asynchronous methods would be more efficient; and a need to further develop staff members' sense of agency and trust in their ability to make independent decisions, leading to unnecessary reliance on administrative input.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The MTSS framework at Belton New Tech @ Waskow faces systemic challenges in consistently supporting all students. While Tier 1 and 2 are initiated, we need sustainable implementation, and Tier 3 requires design and initiation.

Root Cause 2: MTSS challenges stem from: the need for sustainable Tier 1/2 systems and the design/initiation of Tier 3, and insufficient collective ownership.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Many members of the BISD community have misconceptions or lack of awareness of our campus. In addition, there are inefficiencies in our recruiting process.

Root Cause 3: There is a lack of a comprehensive, strategic communication and outreach plan that consistently showcases the unique offerings, successes, and opportunities at our campus to the broader BISD community. Additionally, the current recruiting process lacks streamlined systems and clearly defined roles, leading to missed opportunities to engage prospective students and families effectively.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While progress has been made toward ensuring students receive a guaranteed and viable curriculum through the integration of gold standard PBL practices, there is still inconsistency in implementation across classrooms. Continued efforts are needed to align instruction, assessment, and support systems to ensure high-quality, engaging learning experiences for all students.

Root Cause 4: While initial implementation of PBLWorks, PLC at Work, and RTI at Work has increased awareness, consistent coaching, feedback, and support systems are still developing to drive continuous improvement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.

Root Cause 5: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Overall enrollment is lower relative to past enrollment when New Tech was a program of BHS.

Root Cause 6: Gaining independence from Belton High School reduced student pathways relative to the comprehensive high school experience which led to a drop in enrollment for incoming freshmen and sophomores.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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: 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.

    High Priority

    Evaluation Data Sources: CTE Partnership Documentation Log; supporting artifacts such as agreements, event agendas, student reflections, and partner feedback.

Strategy 1 Details	Reviews			
Strategy 1: By January 2026, each CTE program will establish one new partnership with a campus/department and a community organization, business, industry leader, or institution of higher education. **Strategy's Expected Result/Impact:** Each CTE program will document a meaningful collaboration that enhances instructional relevance, expands student exposure to industry or college pathways, and supports interdisciplinary learning. These partnerships may result in guest speakers, internships, collaborative projects, mentorships, field experiences, or resource sharing. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Many members of the BISD community have misconceptions or lack of awareness of our campus. In addition, there are inefficiencies in our recruiting process. **Root Cause**: There is a lack of a comprehensive, strategic communication and outreach plan that consistently showcases the unique offerings, successes, and opportunities at our campus to the broader BISD community. Additionally, the current recruiting process lacks streamlined systems and clearly defined roles, leading to missed opportunities to engage prospective students and families effectively.

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 January 2026, campus leadership will have met with each middle school PTO increasing awareness of our campus and its unique offerings. Success will be measured by a record/log showing completed meetings with each middle school PTO (dates, attendees, topics discussed.

High Priority

Evaluation Data Sources: Campus Leadership PTO Meeting Log (including dates, attendees, and discussion summaries); supporting materials such as parent feedback forms and outreach communication samples.

Strategy 1 Details	Reviews			
Strategy 1: Coordinate with Middle School Principals and PTO Presidents to schedule a PTO meeting on the middle school campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All PTO meetings are scheduled by September 2025, allowing for structured planning and guaranteed representation at each middle school before the January 2026 deadline. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop a Standardized Presentation Toolkit for campus recruitment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus leaders deliver consistent, high-quality presentations that effectively communicate the school's mission, programs, and offerings, resulting in increased understanding and interest among middle school families. **Staff Responsible for Monitoring:** Principal and Asst. Principal **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Engage student ambassadors and parent voices in the recruitment process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Authentic student and parent stories increase credibility and emotional connection, enhancing family engagement and trust in the campus's ability to support student success. **Staff Responsible for Monitoring:** Principal and Asst. Principal **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Apr**	**June**

No Progress   Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Many members of the BISD community have misconceptions or lack of awareness of our campus. In addition, there are inefficiencies in our recruiting process.   **Root Cause**: There is a lack of a comprehensive, strategic communication and outreach plan that consistently showcases the unique offerings, successes, and opportunities at our campus to the broader BISD community. Additionally, the current recruiting process lacks streamlined systems and clearly defined roles, leading to missed opportunities to engage prospective students and families effectively.

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 3: Strengthen family engagement through regular, purposeful communication and collaboration, aligned to the BISD vision.

HB3 Goal

Evaluation Data Sources: Attendance records from each grade-level meeting (sign-in sheets or digital check-in logs)

Strategy 1 Details	Reviews			
Strategy 1: By April 2026, the campus will host at least two grade-level meetings for each grade level to inform parents and students about important deadlines, academic and extracurricular opportunities, CCMR and other relevant information. **Strategy's Expected Result/Impact:** Increased parent and student awareness of academic expectations, extracurricular opportunities, and key deadlines Strengthened relationships between families and the school, resulting in higher levels of engagement and trust **Staff Responsible for Monitoring:** Principal and Counselor	**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 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.

High Priority

Evaluation Data Sources: Journey of a Graduate Competency Rubric

Strategy 1 Details		Reviews			
Strategy 1: Collaborative Teams will design and implement common formative assessments (CFAs) that include writing tasks aligned to the Journey of a Graduate critical thinking competencies, with an emphasis on evaluating arguments. Collaborative Teams will analyze student responses using the competency rubric to inform instructional adjustments and targeted interventions.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student proficiency in articulating and defending claims through writing, resulting in higher levels of performance on the Journey of a Graduate Competency Rubric. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coach **Problem Statements:** Student Learning 2 - School Processes & Programs 2					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in intentional lesson design using the PBL Gold Standard Project Planning Tool, which incorporates higher-order questioning and structured opportunities for student discourse focused on reasoning, evidence, and argumentation. Campus instructional leaders will support implementation through coaching, collaborative planning, and walk-throughs focused on student thinking and dialogue.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will engage in deeper academic dialogue and critical thinking, resulting in improved ability to ask meaningful questions, evaluate arguments, and support claims with evidence, as reflected in classroom interactions and performance on critical thinking rubrics. **Staff Responsible for Monitoring:** Principal, Asst. Principal, and Instructional Coach **Problem Statements:** Student Learning 2 - School Processes & Programs 2					

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.   **Root Cause**: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.
School Processes & Programs
Problem Statement 2: The MTSS framework at Belton New Tech @ Waskow faces systemic challenges in consistently supporting all students. While Tier 1 and 2 are initiated, we need sustainable implementation, and Tier 3 requires design and initiation.   **Root Cause**: MTSS challenges stem from: the need for sustainable Tier 1/2 systems and the design/ initiation of Tier 3, and insufficient collective ownership.

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: Meet all House Bill 3 Goals and progress measures.

High Priority

Strategy 1 Details				Reviews			
Strategy 1: By the end of May 2026, the percentage of graduates meeting the criteria for College, Career, and Military Readiness (CCMR) will increase from 85% (2025 graduates) to at least 95%.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth will reflect expanded access to and successful completion of CCMR opportunities, including CTE certifications, dual credit coursework, college entrance exams, military enlistment pathways, and other qualifying measures. Students will leave high school better prepared for postsecondary success in alignment with state accountability standards and the BISD vision. **Staff Responsible for Monitoring:** Principal, Counselor, and Instructional Coach **Problem Statements:** Student Learning 2				**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Increase number of students who meet CCMR through TSI (SAT, ACT, and TSIA) by embedding TSIA2 into the curriculum in Algebra II rather than College Bridge.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased success for students earning CCMR **Staff Responsible for Monitoring:** Principal and Instructional Coach **Problem Statements:** Student Learning 2				**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details				Reviews			
Strategy 3: By May 2026, 50% of the 11th grade cohort will have met CCMR criteria.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased success for students earning CCMR. **Staff Responsible for Monitoring:** Principal and Instructional Coach **Problem Statements:** Student Learning 2				**Oct**	**Jan**	**Apr**	**June**

	No Progress		Accomplished		Continue/Modify		Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.   **Root Cause**: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.

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 the end of the 2025-2026 school year, the campus will refine and implement consistent Tier 2 practices with systematic interventions and extensions reviewed every three weeks, and establish a Tier 3 protocol to support students with prior years' learning loss. These efforts will ensure all students build the foundational learning necessary to achieve proficiency and engage in critical thinking tasks.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: By the end of the 2025-2026 school year, the PhabLab space will be intentionally designed and utilized for collaborative student projects and targeted staff professional development. The space will support both intervention and enrichment, serving as a hub for hands-on learning, critical thinking, and cross-disciplinary instructional strategies that enhance Tier 2 and Tier 3 supports.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student performance data from Tier 2 progress monitoring and Tier 3 interventions, and walkthrough/observation data of student and staff engagement and instructional practices in the PhabLab **Staff Responsible for Monitoring:** Principal, Asst. Principal and Instructional Coach **Problem Statements:** Student Learning 2 - School Processes & Programs 2					
Strategy 2 Details		**Reviews**			
Strategy 2: The Guiding Coalition will utilize an agile methodology to design, implement, test, and refine based on feedback a more consistent Tier 2 intention system and establish a Tier 3 system that harmonizes with our collaborative teams and CFA cycles.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individual student growth will increase and students will receive appropriate interventions in a timely manner. **Staff Responsible for Monitoring:** The guiding coalition and leading stakeholders for Project: MTSS Expansion **Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 2					

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.   **Root Cause**: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.

School Processes & Programs
Problem Statement 2: The MTSS framework at Belton New Tech @ Waskow faces systemic challenges in consistently supporting all students. While Tier 1 and 2 are initiated, we need sustainable implementation, and Tier 3 requires design and initiation.   **Root Cause**: MTSS challenges stem from: the need for sustainable Tier 1/2 systems and the design/ initiation of Tier 3, and insufficient collective ownership.

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.

High Priority

Evaluation Data Sources: Staff self-reflections or progress reports on goal attainment

Strategy 1 Details	Reviews			
Strategy 1: By May 2026, the campus will implement a structured professional learning goal-setting process, supported by coaching and collaborative goal review sessions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will demonstrate increased ownership of their growth and development, contributing to a more skilled, motivated, and collaborative team. **Staff Responsible for Monitoring:** Principal, Asst. Principal and Instructional Coach **Problem Statements:** School Processes & Programs 1				
◯ No Progress　　◯ Accomplished　　→ Continue/Modify　　✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The effectiveness of instructional coaching at Belton New Tech @ Waskow is compromised by the frequent unscheduled interruptions of administrators, even when time for coaching has been designated on their calendars, resulting in limited opportunities to provide teachers with targeted feedback and support needed to refine their practice and improve student outcomes. **Root Cause**: The school's flat organizational structure, which promotes open and immediate access to administrators; a preference for face-to-face communication even when asynchronous methods would be more efficient; and a need to further develop staff members' sense of agency and trust in their ability to make independent decisions, leading to unnecessary reliance on administrative input.

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 the end of the 2025-2026 school year, the campus will increase the number of PLC indicators rated at the "sustainable" level from the current baseline to at least 8 out of 14. This progress will be demonstrated through the consistent implementation of collaborative team processes, including the regular use of common formative assessments (CFAs) and collective responsibility for student learning.

High Priority

Evaluation Data Sources: PLC Rubric

Strategy 1 Details	Reviews			
Strategy 1: The Guiding Coalition will facilitate ongoing professional development and collaborative planning sessions focused on building Collective Team capacity. This will include training on the use of common formative assessments (CFAs), data analysis protocols, and effective team collaboration practices. Collaborative Teams will regularly meet to design, implement, and analyze CFAs to drive instructional improvements and collective responsibility for student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The number of PLC indicators rated at the "sustainable" level will increase to at least 8 out of 14 by the end of the 2025-2026 school year. Teachers will show improved collaboration and shared ownership for student outcomes, leading to enhanced student learning and achievement. **Staff Responsible for Monitoring:** Guiding Coalition **Problem Statements:** School Processes & Programs 1				

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The effectiveness of instructional coaching at Belton New Tech @ Waskow is compromised by the frequent unscheduled interruptions of administrators, even when time for coaching has been designated on their calendars, resulting in limited opportunities to provide teachers with targeted feedback and support needed to refine their practice and improve student outcomes.   **Root Cause**: The school's flat organizational structure, which promotes open and immediate access to administrators; a preference for face-to-face communication even when asynchronous methods would be more efficient; and a need to further develop staff members' sense of agency and trust in their ability to make independent decisions, leading to unnecessary reliance on administrative input.

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.

High Priority

Evaluation Data Sources: Rosters of active Hope Squad members and advisor

Strategy 1 Details			Reviews			
Strategy 1: Recruit and train a dedicated team of student leaders and staff advisors by the end of the first semester to ensure full Hope Squad implementation. Provide comprehensive training sessions and ongoing professional development to equip teams with the knowledge and skills needed to support peers effectively.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The campus will have fully trained Hope Squad teams comprising student leaders and staff advisors prepared to support their peers effectively by mid-year. **Staff Responsible for Monitoring:** Principal						

Strategy 2 Details			Reviews			
Strategy 2: Integrate Hope Squad activities into the campus culture by scheduling and promoting at least one Hope Squad event each semester to increase awareness and student engagement.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students and staff will participate in at least one Hope Squad event per semester, increasing awareness of mental health resources and fostering a positive, supportive school climate. **Staff Responsible for Monitoring:** Principal and Sponsor						

⚪ 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: By the end of the 2025-2026 school year, 100% of teachers will collaboratively plan and document at least one PBLWorks Gold Standard project, ensuring alignment with essential standards through the use of student-facing progression ladders that define foundational, proficient, and extended learning targets. They will embed intentional feedback cycles based on formative assessments prior to project launch, thereby contributing to a guaranteed and viable Tier 1 curriculum that fosters a culture of growth for all students.

High Priority

Evaluation Data Sources: Walkthrough observations noting visible learning practices

Strategy 1 Details		Reviews			
Strategy 1: By the end of the fall semester of the 2025-2026 school year, 100% of teachers will implement visible learning strategies incorporating student-facing progression ladders that clearly define learning targets. These ladders will enable students to self-assess, identify tutorial needs, and set personal goals to drive their learning growth.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will have increased ownership of their learning, demonstrated through regular self-assessment and goal-setting aligned with clearly communicated progression ladders. Teachers will effectively use these ladders to inform instruction and support personalized learning paths. **Staff Responsible for Monitoring:** Principal, Asst. Principal, and Instructional Coach **Problem Statements:** Student Learning 1					
Strategy 2 Details		Reviews			
Strategy 2: By the end of the 2025-2026 school year, 100% of students will utilize Kanban boards and project management methodologies in collaborative projects. These tools will help students define project scope, monitor progress, problem-solve challenges, ensure accountability, and review work against established quality standards.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Project reflections and quality checks aligned with established rubrics **Staff Responsible for Monitoring:** Instructional Coach, PLCs **Problem Statements:** Student Learning 1, 2					

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: While progress has been made toward ensuring students receive a guaranteed and viable curriculum through the integration of gold standard PBL practices, there is still inconsistency in implementation across classrooms. Continued efforts are needed to align instruction, assessment, and support systems to ensure high-quality, engaging learning experiences for all students.   **Root Cause**: While initial implementation of PBLWorks, PLC at Work, and RTI at Work has increased awareness, consistent coaching, feedback, and support systems are still developing to drive continuous improvement.

Problem Statement 2: While overall student body performance meets or exceeds expectations, per student growth based on their own past performance needs improvement to help students who are already mastering content continue to grow and to help students who are in need of the most intensive interventions perform at grade level.   **Root Cause**: MTSS program design currently does not have robust and consistent Tier 3 interventions and the program needs a consistent extension of best practices for all subjects.

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.

High Priority

Evaluation Data Sources: Track the number and percentage of teachers who apply for and receive TIA incentives, as a measure of program reach and effectiveness.

Strategy 1 Details	Reviews			
Strategy 1: By December 2025, campus administrators will complete professional learning on observation, feedback, and coaching grounded in the Get Better Faster model. This training will strengthen collective efficacy among T-TESS appraisers, ensure consistency in evaluation and support practices, and build capacity to improve teacher effectiveness and student academic growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus administrators will demonstrate improved skills in observation, feedback, and coaching, leading to greater consistency in teacher evaluations and stronger support for teacher growth across campuses. **Staff Responsible for Monitoring:** Principal and District Leaders **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: By October 2025, all Algebra I, English I, and English II teachers participating in Phase I of the Teacher Incentive Allotment (TIA) will receive professional development and resources provided by the district. This support will ensure teachers understand the STAR Renaissance Student Growth Measures, T-TESS expectations, and the designation process for the 2025-2026 Data Capture Year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Algebra I, English I, and English II teachers in Phase I will have a clear understanding of the STAR Renaissance Student Growth Measures, T-TESS expectations, and TIA designation process, resulting in improved implementation fidelity **Staff Responsible for Monitoring:** Principal and Asst. Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: By May 2026, all Algebra I, English I, and English II teachers in Phase I will complete the Data Capture Year of TIA implementation. Student growth will be measured by STAR Renaissance, and teacher performance evaluated through T-TESS prioritizing Domains 2 and 3, generating eligibility data for TIA designation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: All Phase I teachers will successfully complete the Data Capture Year, with valid student growth data from STAR Renaissance and teacher performance data from T-TESS, producing accurate eligibility information for TIA designation decisions.
    Staff Responsible for Monitoring: Principal and Asst. Principal
 	
    Problem Statements: Student Learning 1				

○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While progress has been made toward ensuring students receive a guaranteed and viable curriculum through the integration of gold standard PBL practices, there is still inconsistency in implementation across classrooms. Continued efforts are needed to align instruction, assessment, and support systems to ensure high-quality, engaging learning experiences for all students.   **Root Cause**: While initial implementation of PBLWorks, PLC at Work, and RTI at Work has increased awareness, consistent coaching, feedback, and support systems are still developing to drive continuous improvement.

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 the end of the 2025-2026 school year, the campus will increase total student enrollment for the following school year (2026-27) by 10% through targeted recruitment strategies.

> **High Priority**

> **Evaluation Data Sources:** Enrollment data

Strategy 1 Details		Reviews			
Strategy 1: By the end of the 2025-2026 school year, the campus will establish a process for event sustainability by reviewing all campus events and associated resource allocation, evaluating their alignment with campus cultural goals, and subsequently consolidating, eliminating, or reforming events to maximize impact and resource efficiency.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Events and outreach programs will be sustainable and ensure that resources are being used efficiently while protecting staff from burnout.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Start Project: Enrollment which will focus on implementing the lessons learned from the 25-26 enrollment practices including collaborative enrollment with BHS and LBHS counselors.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improve prospective student pool within BISD.
    Staff Responsible for Monitoring: Leading stakeholders of Project: Enrollment
 	
    Problem Statements: Perceptions 1					

⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Many members of the BISD community have misconceptions or lack of awareness of our campus. In addition, there are inefficiencies in our recruiting process.   **Root Cause**: There is a lack of a comprehensive, strategic communication and outreach plan that consistently showcases the unique offerings, successes, and opportunities at our campus to the broader BISD community. Additionally, the current recruiting process lacks streamlined systems and clearly defined roles, leading to missed opportunities to engage prospective students and families effectively.