

Belton Independent School District

Burrell Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Burrell Elementary is a learning community dedicated to high levels of learning for all.

Vision

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

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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 JLBE and a community organization, business, industry leader, or institution of higher education by January of 2026.

Evaluation Data Sources: Memorandum of Understanding for the partnership.

Strategy 1 Details	Reviews			
Strategy 1: Form a strategic partnership with Bell County Farm Bureau in order to implement Hydroponic Grow Towers. Strategy's Expected Result/Impact: Hands on support for science TEKS. Staff Responsible for Monitoring: Instructional Coach, Teachers	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teach lessons in conjunction with Bell County Farm Bureau on the Hydroponic Grow Towers. Strategy's Expected Result/Impact: Hands on support of science TEKS. Staff Responsible for Monitoring: Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain partnership with AgriLife Extension Office in order to implement the Hatching Chicks in the Classroom program. Strategy's Expected Result/Impact: Hands on support of science TEKS. Staff Responsible for Monitoring: Instructional Coach, Teachers	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 the end of the 25-26 school year, we will establish a baseline measure of community engagement by tracking active participation across all key stakeholder groups (parents/guardians, teachers, staff, students, and community partners). This data will then be used to set a specific target for increasing engagement in the 26-27 school year.

Evaluation Data Sources: Sign In Sheets, Raptor Numbers

Strategy 1 Details	Reviews			
Strategy 1: Earn a Purple Star Designation and strengthen our Purple Star Student Ambassador program. Strategy's Expected Result/Impact: Strengthen our partnerships with our military connected families. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate student progress to families through parent conferences (October), Spring Touchdown, and through intentional messaging through Parent Square on how to check students' grades each nine weeks. Strategy's Expected Result/Impact: Families are informed about their students' progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Plan a diverse event portfolio to include Academic Nights, Meet the Teacher, Community Building (Kite Day, Fall Festival, etc.), Coffee with the Principal, and Volunteer Opportunities. Strategy's Expected Result/Impact: Families will feel connected to our school. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parents in K-4 struggle to monitor their student's academic progress. Root Cause: The standards based report cards are inaccessible in Skyward and parents do not have an understanding of the system.

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: Critical thinking walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Continue to use the Depth and Complexity Icons (specifically Details, Big Ideas, Ethics and Multiple Perspectives) as tools to increase critical thinking in classrooms. Strategy's Expected Result/Impact: Critical thinking will be evident in the classrooms and student achievement will improve. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate on the Depth and Complexity Icons in PLCs, onboard new staff with the badging system, and conduct peer observations to assess use of the icons and observe critical thinking. Strategy's Expected Result/Impact: Critical thinking will be evident in the classrooms and student achievement will improve. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students continue to struggle in math on Star Renaissance and STAAR Interim assessments. Root Cause: Tier 1 best practices and instructional strategies are needed as well as rigorous instructional resources for math.

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 the end of the 25-26 school year, 100% of teachers will participate in at least three professional development sessions focused on research based instructional strategies for students with diverse learning needs.

Evaluation Data Sources: Professional learning agendas, PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Use "The New Classroom Instruction That Works" by Bryan Goodwin, to write an instructional playbook for JLBE. Strategy's Expected Result/Impact: Clarity and transparency on the use of instructional practices to gain student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct classroom walkthroughs in order to evaluate effectiveness of instructional strategies from the JLBE Playbook and provide feedback to teachers. Strategy's Expected Result/Impact: Clarity and transparency on the use of instructional practices to gain student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide professional learning on Ellevation and ELPS with a focus on strengthening vocabulary for all learners. Strategy's Expected Result/Impact: Improved student achievement for EB students and all learners. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a differentiated PLC calendar that allows the team to focus on their content area and also involve teachers in the planning of PLCs using the Intentional Planning Tool. Strategy's Expected Result/Impact: Teacher buy in and building teacher capacity. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Complete one full unit planning cycle in collaborative teams by December 2025 that includes the backward design model, progression ladders, and team-developed common formative and summative assessments. Strategy's Expected Result/Impact: Improved student achievement and students and families' connection to the expected learning for the unit. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Emergent Bilingual (EB) students are performing lower than their monolingual English speaking peers. Root Cause: As our number of EB students continues to grow, there is an increasing need to provide teachers with additional resources, strategies and professional learning to support language acquisition and academic success.
Student Learning
Problem Statement 1: Students continue to struggle in math on Star Renaissance and STAAR Interim assessments. Root Cause: Tier 1 best practices and instructional strategies are needed as well as rigorous instructional resources for math.
School Processes & Programs
Problem Statement 1: Our campus is ready to move to teacher led PLCs grounded in the Instructional Planning Tool. Root Cause: The Instructional Planning Tool and the PLC process is new learning for the campus. The PLC calendar has not allowed for differentiation amongst grade level content areas. The campus has not fully implemented a Guiding Coalition for PLC work.

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: The percent of third grade students that scores meets grade level or above on STAAR Reading will increase from 59% to 61% by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Demonstrate and implement the ability to use formative assessment data to inform data-driven lesson planning and design small group instruction. Strategy's Expected Result/Impact: Improved small group instruction and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a collaborative MTSS meeting calendar to promote consistent communication and data-driven decision-making for student success. Strategy's Expected Result/Impact: An MTSS system that meets the needs of students academically and behaviorally Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students struggle to meet the goal of 65 growth points for SGP in reading and math on Star Renaissance. Root Cause: The 65 growth goal is new learning for our campus.

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

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

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

Performance Objective 4: The percent of third grade students that scores meets grade level or above on STAAR Math will increase from 41% to 43% by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Demonstrate and implement the ability to use formative assessment data to inform data-driven lesson planning and design small group instruction. Strategy's Expected Result/Impact: Improved small group instruction and student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Engage in targeted Math Academy professional development and consistently apply data-driven instructional strategies to enhance math learning outcomes for all students. Strategy's Expected Result/Impact: Improve student math scores in alignment with all other student scores across the district. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a collaborative MTSS meeting calendar to promote consistent communication and data-driven decision-making for student success. Strategy's Expected Result/Impact: An MTSS system that meets the needs of students academically and behaviorally, and is a comprehensive system. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Evaluation Data Sources: Staff participation percentages

Strategy 1 Details	Reviews			
Strategy 1: Conduct a professional development session focused solely on unpacking the Belton ISD Leadership Definition. Provide concrete examples of what "leadership" looks like at different levels (classroom, grade level, school-wide). Share stories or anecdotes from staff members who exemplify aspects of the definition. Strategy's Expected Result/Impact: Staff understand the leadership definitions and plan goals. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create visual reminders of the definition to include in meeting agendas, newsletters, and PLCs. Strategy's Expected Result/Impact: Visual reminders will keep the Leadership Definitions at the forefront and ground our work. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Performance Objective 2: By the end of the 2025-2026 school year, JLBE will achieve at least 90% fidelity in the consistent implementation of our school wide behavior management system as measured through walkthroughs and the Emergent Tree Success Teams' agendas.

Evaluation Data Sources: Walkthrough data, agendas

Strategy 1 Details	Reviews			
Strategy 1: Maintain current implementation phase of Emergent Tree (Safe, Respectful and Responsible) in order have consistent school wide expectations and routines during the vital first 20 days, laying a strong foundation for all students. Strategy's Expected Result/Impact: Fewer discipline referrals, fewer investigations. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly Social Skills groups in K-5th grade. Strategy's Expected Result/Impact: Improved peer interactions and fewer discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly Town Hall/Class Meetings with all grade levels to review core values and behavior expectations. Strategy's Expected Result/Impact: Improved peer interactions and fewer discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Emergent Tree consistency is low for DBRCs and the Acknowledgment system for Tier 1 and Tier 2. **Root Cause:** Staff do not have adequate training in DBRCs and they do not understand the why and the how to implement acknowledgements/brags. This has not been a campus priority as we opened our campus.

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: Meeting agenda, event plans

Strategy 1 Details	Reviews			
Strategy 1: Create and build a student nomination process, supported by clear communication with staff and parents, about the purpose for Hope Squad which is exemplified by being a good friend, listening, being kind, helping others feel included, and knowing when to tell a trusted adult if someone needs help in order to form a Hope Squad. Strategy's Expected Result/Impact: A Hope Squad will be formed to create positive events. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Hold a minimum of two Hope Squad meetings (fall, spring) in order to plan events. Strategy's Expected Result/Impact: Hope Squad will plan meaningful campus events and improve student culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Performance Objective 2: By December 2025, James L. Burrell Elementary will launch a staff recognition program that highlights and celebrates employee contributions, with 100% of grade levels and departments participating and at least 75% of staff reporting an increased sense of value and morale on the end of year climate survey.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
Strategy 1: Implement a new recognition system "Piece of the Puzzle" award to regularly celebrate staff. Strategy's Expected Result/Impact: Improved staff morale and a tangible way to recognize one another. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly Success Team meetings focused on: PLC Guiding Coalition, Emergent Tree/Celebrations, Safety and Security, Community Engagement. Strategy's Expected Result/Impact: Improved communication and collaboration. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Facilitate social connections among staff through informal gatherings, shared spaces, and team-building activities. Strategy's Expected Result/Impact: Improved staff morale and relationships. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor, 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: Implement Teacher Incentive Allotment systems of support across 100% of designated campuses by May 2026.

Evaluation Data Sources: Teacher Incentive Allotment designations earned.

Strategy 1 Details	Reviews			
Strategy 1: Provide high-quality, targeted professional development that directly addresses the components of BISD's TIA system (T-TESS, STAR Renaissance student growth measures). Strategy's Expected Result/Impact: Understanding of the TIA process and calibration amongst all staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide specific training and implement a structured system of observation, feedback, and coaching for all teachers prioritizing T-TESS Domains 2 (Instruction) and 3 (Learning Environment). Strategy's Expected Result/Impact: Reducing variability between classrooms across campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training and support on developing and implementing valid and reliable student growth measures through STAR Renaissance. Strategy's Expected Result/Impact: Improved student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation fidelity and teacher progress towards TIA designation criteria using walkthroughs and informal observations to gauge the presence of high-leverage T-TESS practices, review student growth data periodically to identify trends and areas for support and hold regular check-ins with grade-level teams or PLCs to discuss TIA progress, challenges, and successes. Strategy's Expected Result/Impact: TIA designations will be earned. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Students struggle to meet the goal of 65 growth points for SGP in reading and math on Star Renaissance. **Root Cause:** The 65 growth goal is new learning for our campus.