

Belton Independent School District

Belton Early Childhood School

2025-2026 Goals/Performance Objectives/Strategies



BELTON EARLY CHILDHOOD SCHOOL

WHERE CURIOSITY LEADS TO NEW LEARNING

Mission Statement

At Belton Early Childhood School we design innovative spaces where Belton ISD's youngest learners are equipped with academic, social-emotional, and career readiness skills through active and explorative experiences. Spaces where each and every student feels empowered to dive into learning, make mistakes, and thrive in who they are and what they need.

Vision

To touch the life of every child in Belton ISD by providing a robust foundation of knowledge and nurturing a lifelong love of learning, preparing them for future success and equipping them with the skills to positively impact their community.

Value Statement

At Belton Early Childhood School, we believe in the power of connection, curiosity, and compassion. We value the uniqueness of every child and are committed to fostering inclusive, developmentally appropriate environments that honor student voice, promote joyful exploration, and support the whole child. We champion collaboration with families, educators, and the community to ensure every learner is seen, supported, and celebrated. Through intentional play, purposeful instruction, and nurturing relationships, we lay the foundation for academic achievement, emotional resilience, and future success.

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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. 6

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. 11

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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: By April 2026, establish and implement collaborative structures that actively involve multiple stakeholders in shaping and supporting the success of both current and future BECS students.

Evaluation Data Sources: BECS Calendar Events, Correspondence (parent square, email)

Strategy 1 Details	Reviews			
Strategy 1: Establish a strategic partnership with the UMHB Education Department, resulting in extended opportunities for BECS students and additional implementation opportunities for UMHB teaching students. Strategy's Expected Result/Impact: Extended and enriched learning opportunities Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: BECS will attend a minimum of four community events (two in the Fall and two in the Spring of the 2025-2026 school year) to connect with community stakeholders and families of non-enrolled prekindergarten-aged children and share program details. Strategy's Expected Result/Impact: Increased Community Awareness of BECS, Enhanced Engagement with the Local Community, Potential for Increased Enrollment Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors, Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Continue to implement and strengthen collaborative practices between Pre-K and Kindergarten staff to ensure smooth and seamless student transitions to elementary school. Strategy's Expected Result/Impact: Strengthen transitions for students from BECS to elementary school by establishing effective collaboration and shared responsibility between Pre-K and Kindergarten staff, fostering continuity in instructional approaches, and promoting alignment between the two grade levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors, Teachers Title I: 2.51, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Promote meaningful family engagement by offering volunteer opportunities on campus, providing academic support through family learning events, and fostering strong home-school connections with personalized one-on-one parent conferences throughout the year. Strategy's Expected Result/Impact: When parents partner with the school and are involved in their child's education, students are more likely to be successful and engaged. Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Coach, Counselors, Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Belton Early Childhood School's reach within Belton ISD is limited, resulting in many district Pre-K students not attending BECS. Root Cause: BECS faces a challenge in maximizing its reach, with an estimated 50% of Belton ISD Pre-K students not attending, suggesting a disconnect with the community.

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: Enhance and implement student-driven learning experiences that are responsive to student needs and interests, aiming for 5% growth on the CIRCLE PM diagnostic in Rapid Letters (86% to 91% meeting benchmark), a 6% growth in Rapid Vocabulary (74% to 80% meeting benchmark), 6% growth in Phonological Awareness (PA) (84% to 90% meeting benchmark), and 5% growth in Math (88% to 93% meeting benchmark), with a focus on Hispanic students, economically disadvantaged students, and special education students, by May 2026.

HB3 Goal

Evaluation Data Sources: Student Data (CIRCLE PM, Authentic Assessment, CFA), Professional Learning & TLD Agendas, Principal Smore Learning Re-caps

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement strategies for differentiated learning experiences that address individual student readiness, interests, and learning profiles across all subject areas. Strategy's Expected Result/Impact: Increased engagement, motivation, and growth for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Enhance critical thinking skills and the metacognitive awareness necessary to effectively transfer and apply these skills across different subject areas, diverse learning experiences, and real-world contexts. Strategy's Expected Result/Impact: Increased application of critical thinking skills effectively and independently across various academic disciplines and real-world situations. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Develop processes to ensure the quality, fidelity, intensity, and consistency of Dual Language strategies across Dual Language classrooms and ESL strategies school-wide, evidenced by a (data) reduction in the language performance gap between English Language Learners (EB/EL) and their peers as measured by (data). Strategy's Expected Result/Impact: English Language Learners will experience consistent, high-quality language support and accelerated language acquisition through both Dual Language and ESL programs. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Establish a consistent and equitable Common Formative Assessment (CFA) method for assessing Pre-K guideline mastery across the campus, providing reliable data for instructional decisions. Strategy's Expected Result/Impact: Consistent student data that can be analyzed accurately at campus meetings. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Problem Statements: School Processes & Programs 1	Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Create a volunteer system that allows 50% of our approved volunteers to partner with us in classrooms to provide extra academic support for students by May 2026. Strategy's Expected Result/Impact: Increased student support and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data indicates an inequality in language performance between English Language Learners (EB/EL) and their peers. Root Cause: Inconsistent application of effective Dual Language strategies and insufficient targeted training for general education teachers in addressing the specific linguistic needs of English Learners.
Problem Statement 3: Progress on current differentiation goals highlights the necessity for focused teacher development in differentiating instruction specifically within station activities, without altering the established station curriculum. Root Cause: Provided training on differentiation did not adequately address differentiation within the context of the established station curriculum.
Problem Statement 4: Despite training and resources on critical thinking through Theme Read Aloud, consistent application across all subject areas is lacking. This inconsistency limits students' opportunities to develop and apply critical thinking skills in diverse contexts school-wide. Root Cause: Teachers exhibit inconsistent understanding and confidence in explicitly identifying and implementing critical thinking strategies beyond the read-aloud context.
School Processes & Programs
Problem Statement 1: Inconsistency in formative assessments across pods limits our ability to effectively analyze the data and draw reliable school-wide conclusions about student progress. Root Cause: Lack of standardized calibration processes and campus-wide proficiency definitions for formative assessments leads to differing assessment methods and scoring across pods.

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: BECS Guiding Coalition will effectively build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student success, by May 2026.

Evaluation Data Sources: Solution Tree PLC at Work Rubric, Student Success Data, Perception Data, District Guiding Principles and Documents

Strategy 1 Details	Reviews			
Strategy 1: Foster consistent and highly effective collaborative teams across the entire campus, ensuring low variability in their practices and outcomes. Strategy's Expected Result/Impact: Enhanced teacher efficacy, elevated student achievement, streamlined data analysis Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Guiding Coalition Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a guaranteed and viable curriculum, complete with clear progression ladders, to significantly reduce instructional variability across all classrooms. Strategy's Expected Result/Impact: Enhanced instructional clarity, enhanced student awareness of learning and next steps Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Guiding Coalition Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Restructure and implement comprehensive strategies for targeted interventions/extensions across all subject areas to effectively address individual student readiness, interests, and learning profiles. Strategy's Expected Result/Impact: Narrowed achievement gaps, enhanced student ownership of learning, boosted student engagement and motivation through effective goal setting. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Guiding Coalition, Paraprofessionals Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Progress on current differentiation goals highlights the necessity for focused teacher development in differentiating instruction specifically within station activities, without altering the established station curriculum. Root Cause: Provided training on differentiation did not adequately address differentiation within the context of the established station curriculum.

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

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

Performance Objective 1: By May 2026, we will have aligned our systems and tools to create an environment where every staff member feels empowered to make a significant impact across our school community and achieve greater professional satisfaction.

Evaluation Data Sources: Principal, Assistant Principal, Instructional Coach, Counselors

Strategy 1 Details		Reviews			
Strategy 1: Enhance the preparedness and support systems for new paraprofessionals through a multi-faceted approach centered on comprehensive onboarding, robust training, mentorship, clear communication, and ongoing professional growth. Strategy's Expected Result/Impact: New paraprofessionals will feel well-supported, confident, and fully prepared to effectively contribute to student success. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Train and empower all staff members to utilize their leadership profile insights to create meaningful, personalized goals. Strategy's Expected Result/Impact: Staff will leverage their leadership profiles to create and achieve meaningful, personalized goals that drive their professional growth and contribute to school-wide success. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The onboarding and training process for new paraprofessionals is insufficient. Root Cause: Lack of a standardized onboarding program, insufficient training time or resources, unclear role requirements, and limited mentorship for new paraprofessionals.

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: Increase the percentage of students and employees who agree or strongly agree that they feel valued and supported to 80% by May 2026.

Evaluation Data Sources: District Staff Survey Data, Campus Staff Perceptions Survey Data, Student Perceptions Data

Strategy 1 Details	Reviews			
Strategy 1: Implement Capturing Kids' Hearts Comprehensive Training for all staff that interact with student to ensure school-wide understanding and implementation of CKH goals and principles throughout the year. Strategy's Expected Result/Impact: A positive and consistently applied school culture centered on building strong relationships and fostering a connected learning environment. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors Title I: 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Select and train Safe and Kind Squad members on their role in supporting new students on campus. Strategy's Expected Result/Impact: An established Safe and Kind Squad program within BECS, equipped to support welcoming new students. Staff Responsible for Monitoring: Counselors	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: Enhance the design and implementation of innovative and flexible learning spaces, both indoor and out, that support the diverse needs within our school community, promoting collaboration, learning, and growth for students by March 2026.

Evaluation Data Sources: Staff and student feedback, walkthrough observation, newsletter documentation of progress (photographs)

Strategy 1 Details	Reviews			
Strategy 1: Develop and launch our "BECS Backyard" outdoor learning environment, centered on our Farm to Table program, to expand educational activities beyond the classroom. Strategy's Expected Result/Impact: Enhanced student engagement and deeper learning through direct, real-world interactions with growing plants, raising chickens, and other related activities within an outdoor setting, bridging classroom concepts with tangible, practical experiences. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Enhance and establish dynamic indoor cognitive labs that provide students and staff with innovative, interactive spaces and resources to enhance critical thinking, problem-solving, creativity, and collaborative learning. Strategy's Expected Result/Impact: Students will feel empowered to tackle complex challenges and will explore creative thinking. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Progress on current differentiation goals highlights the necessity for focused teacher development in differentiating instruction specifically within station activities, without altering the established station curriculum. **Root Cause:** Provided training on differentiation did not adequately address differentiation within the context of the established station curriculum.

Problem Statement 4: Despite training and resources on critical thinking through Theme Read Aloud, consistent application across all subject areas is lacking. This inconsistency limits students' opportunities to develop and apply critical thinking skills in diverse contexts school-wide. **Root Cause:** Teachers exhibit inconsistent understanding and confidence in explicitly identifying and implementing critical thinking strategies beyond the read-aloud context.

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: Implement Teacher Incentive Allotment systems of support across the campus by May 2026.

Evaluation Data Sources: Campus walkthroughs and observations

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership will implement a structured system of observation, feedback, and coaching for all teacher prioritizing Domains 2 and 3 in T-TESS rubric. Strategy's Expected Result/Impact: Reducing variability between classrooms across campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				