Georgetown Independent School District

Benold Middle School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Image Caption

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

	Count	Percent
Student Total	**661**	**100%**
6th Grade	208	31.47%
7th Grade	226	34.19%
8th Grade	227	34.34%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

	Count	Percent
Gender		
Female	338	51.13%
Male	323	48.87%
Ethnicity		
Hispanic-Latino	193	29.20%
Race		
American Indian - Alaskan Native	6	0.91%
Asian	11	1.66%
Black - African American	40	6.05%
Native Hawaiian - Pacific Islander	0	0.00%

White	387	58.55%
Two-or-More	24	3.63%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)	Count	Percent
Dyslexia	104	15.73%
Gifted and Talented	78	11.80%
Regional Day School Program for the Deaf	0	0.00%
Section 504	108	16.34%
Special Education (SPED)	84	12.71%
Bilingual/ESL		
Emergent Bilingual (EB)	42	6.35%
Bilingual	21	3.18%
English as a Second Language (ESL)	42	6.35%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)

Student Indicators	Count	Percent
At-Risk	29	4.39%
Foster Care	1	0.15%
IEP Continuer	0	0.00%
Immigrant	3	0.45%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	88	13.31%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	171	25.87%
Free Meals	142	21.48%
Reduced-Price Meals	29	4.39%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.30%
Shelter	0	0.00%
Doubled Up	2	0.30%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Not Unaccompanied Youth	2	0.30%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

1. Consistent representation from feeder elementary campuses

2. Smaller campus population than in years prior

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning

Student Learning Summary

Historically, students at Benold have met the standard for approaching and/or meeting standards on the STAAR exam at a relatively high level. NWEA and STAAR data has consistently shown that Benold would be best served in refining PLC and MTSS systems that focus on (both) students who need additional support as well as those who are high performers yet needing to be challenged further.

Student Learning Strengths

High Strategic Compliance by Students and Parents

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 (Prioritized): Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3 (Prioritized): Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

School Processes & Programs Summary

Benold has repeatedly worked to refine organizational practices for teacher empowerment. This year, we will focus on leveraging suggestions made by Solution Tree (and offering stipends from our local budget) to further increase staff decision-making and ownership.

School Processes & Programs Strengths

Highly Dedicated Staff

Supportive Teaching and Learning, Human Resources and Business Office

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 (Prioritized): Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause:** Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Perceptions Summary

Benold Middle School Staff Survey

https://www.surveymonkey.com/results/SM-NLwvlCDMiCUKm0kuRTVf8w_3D_3D/

Benold Middle School Parent Survey

https://www.surveymonkey.com/results/SM-ldRF0p_2FoIH05oBAGnLjJpQ_3D_3D/

Perceptions Strengths

Strong sense of ownership and high expectations for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

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Priority Problem Statements

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 1: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 2: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 3: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 4: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 5: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 6: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause 7: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause 8: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause 9: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Problem Statement 9 Areas: Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance 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
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

High Priority

Evaluation Data Sources: Common Assessments, STAAR, MAP

Strategy 1 Details	Reviews			
Strategy 1: Teaching and Learning Goal #1 - Create a campus-wide culture of literacy. Action Steps: Through professional learning on the use of word walls, anchor charts, classroom libraries (both general and unit specific), the TL team will empower teachers to establish environments of literacy in each classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
All teachers will regularly incorporate authentic and appropriate reading opportunities within the learning cycle. TL will provide professional support on how to implement reading instruction that is content specific in addition to providing needed resources. All teachers will regularly incorporate authentic and appropriate writing opportunities within the learning cycle. TL will provide professional support on various strategies teachers can use. **Strategy's Expected Result/Impact:** Increased Lexile Levels Amongst All Students **Staff Responsible for Monitoring:** Brandon Jayroe, Staci Whittenton **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 2 Details		Reviews			
Strategy 2: Teaching and Learning Goal #2 - Ensure that our PLCs will be guided by the 4 questions to continue developing into an intentional, productive, and collaborative time for teachers. Action Steps: Content teachers will meet weekly in the PLC room to establish then review norms for collaborating and reviewing data. Designing Engaging Work and Friendly Friends Protocol will be part of the norms. Grade level teachers will meet weekly to discuss individual student needs, design cross curricular activities, and determine how different contents can support each other. TL Team will create a tool that includes best PLC practices (SIG, Benold Beacon) for each PLC member to regularly reflect on their collaborative time and use it to identify potential improvement areas and where coaching support is needed. **Strategy's Expected Result/Impact:** Increased Learning Experience Effectiveness; Increased Student Learning **Staff Responsible for Monitoring:** Brandon Jayroe, Staci Whittenton **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**

Strategy 3 Details		Reviews			
Strategy 3: Benold will utilize the change engine process to implement, sustain, monitor and refine systems for the identification of essential intervening standards, the assessments used to determine mastery of these standards in advance of the current unit and a process for providing extension opportunities as part of tier I instruction and intervention/remediation through tier II instruction. **Strategy's Expected Result/Impact:** Increased Mastery of Content Increased Teacher Capacity for High Yield and High Quality Learning Experiences Increase Agency and Ownership of Learning by the Student, Parent and Teacher **Staff Responsible for Monitoring:** Brandon Jayroe, All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

    Evaluation Data Sources: Common Assessments, STAAR, MAP

Strategy 1 Details	Reviews			
Strategy 1: Benold will engage in Year 3 of piloting a CBAS plan focusing on the pillars of Student Learning and Progress and Well-Rounded Students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Increased Capacity to Assessing, Monitoring and Generating Learning Opportunities for GISD Beliefs and Values Such as Learner Profile Attributes, Empowerment and Inclusiveness
    Staff Responsible for Monitoring: Brandon Jayroe
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1, 2, 3
    Funding Sources: - 199 General Fund, SCE				

Strategy 2 Details	Reviews			
Strategy 2: Benold will utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Staff Ownership of Students, Solutions and Processes that are Utilized for Success				
Staff Responsible for Monitoring: Jason Granger, Elinor Driskill, Jessica Bailey				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3				
Funding Sources: - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: Student Culture Goal #1 - Students will gain self knowledge and develop personal responsibility academically and socially by seeking assistance from their EAGLE Time (Engage, Achieve, Grow, Learn, Explore) teacher, checking their assignments, or participating in a small group/peer to peer. Actions Steps: Refine and monitor EAGLE Time routines, procedures and expectations - brightly colored ask for assistance daily, peer assistance, small groups. Campus wide advisory document - who have I checked in with? - Who needs to be brought to MTSS? Who can Ms. Rives meet with? Partner with NJHS goals of including - 8th graders working with 6th grade classrooms (and maybe some 7th grade classrooms)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Self-Knowledge and Personal Responsibility Leading to Greater Success in Learning				
Staff Responsible for Monitoring: Andrea Skidmore, Grant Cain				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3				
Funding Sources: - 199 General Fund, SCE				

Strategy 4 Details	Reviews			
Strategy 4: Implement and sustain cyclical learning to sustain confidence and competence in utilizing Schoology as the campus learning management system.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Successful utilization of Schoology for students, parents and staff. **Staff Responsible for Monitoring:** Brandon Jayroe, Staci Whittenton, Campus DLC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 5 Details	Reviews			
Strategy 5: Art Goal #1 - Guiding Students to be able to express themselves through their drawing	**Formative**			**Summative**
Upper level: Managing student behavior in 8th period, restorative behavior redirection after. Lower level: Creating engaging lessons for all learners	**Oct**	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Proficiency and Mastery of Foundational Skills **Staff Responsible for Monitoring:** Brianna Timourian, Christina Gonzalez, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 6 Details	Reviews			
Strategy 6: Art Goal #2 - Guiding Students to express themselves through 3D work. Upper level: Coming up with new innovative assignments I have never done before. (under activities) Lower level: Managing student behavior in 2nd period while keeping positive relationships	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning **Staff Responsible for Monitoring:** Brianna Timourian, Christina Gonzalez, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 7 Details	Reviews			
Strategy 7: Theatre Goal #1 - Introducing students to the process of production of a theatre performance	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Olin Meadows, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 8 Details	Reviews			
Strategy 8: Theatre - Goal #2 - Learning the process of running an extra curricular program. Such as Ordering, and processing fieldtrips etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Planned and Implemented Events; Summative Assessment/Performance Assessing Learned Skills				
Staff Responsible for Monitoring: Olin Meadows, Andrea Skidmore				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1				
Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 9 Details	Reviews			
Strategy 9: Choir Goal #1 - Push the reset button on the Benold Choir Program. Eliminating opportunities while trying to keep choir fun. The focus is not on numbers of students in the program. Learning from and working with co-workers. I have committed to co-teaching Varsity Treble Choir and Mixed Choir with Ms. Dane. I am committed to sharing that space with her and embracing all that I can learn from her.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning				
Staff Responsible for Monitoring: Bryan Pulver, Andrea Skidmore				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2				
Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 10 Details	Reviews			
Strategy 10: Choir Goal #2 - Learn how to focus. Learn how not to rely on instant gratification all the time. The good stuff takes hard work. There are no shortcuts. Students will get a lot of instruction on basics and fundamentals of singing and performing simple choral music. Warm-ups will focus on key concepts. Repertoire will be chosen based on concept teaching/learning. Focus Claps will give students the opportunity to lead a focus exercise. There will be a strict no cell phone policy in rehearsals.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Bryan Pulver, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 11 Details	Reviews			
Strategy 11: Orchestra Goal #1 - Student focus on literacy; develop multiple types of activities for students to explore, inquire & demonstrate knowledge in the field of music. Assess understanding and retention in each unit (concert cycle every 9 weeks), with students achieving 80% or higher on assessments that involve reading, writing, vocabulary, and performance application of vocabulary.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Proficiency and Mastery in Literacy, Learner Profile Attributes and Foundational Skills for Orchestra **Staff Responsible for Monitoring:** Katy Dane, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 12 Details	Reviews			
Strategy 12: Orchestra Goal #2 - One 8th grade student organized the entire Orchestra design submission and vote, colors and graphics. I was able to get all of the shirts, hoodies and long-sleeved shirts ordered online in a new way through Custom Ink that minimized my prep work/time and allowed every parent/guardian/student to order individually and pay online. Especially as we were going through a 6 week transition with our account manager/principal's secretary. I had help from another teacher in creating a slidedeck for the Winter Concert (GHS Orchestra Director) and was able to have it done before concert day.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Proficiency and Mastery in Learner Profile Attributes and Foundational Skills for Orchestra **Staff Responsible for Monitoring:** Katy Dane, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 13 Details	Reviews			
Strategy 13: Band Goal #1 - (Director Based) To increase retention into from 8th grade into the GHS Band program through relationship building and culture improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Kristina Leach, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 14 Details	Reviews			
Strategy 14: Band Goal #2 - (Student Based) To increase success in understanding and applying the concept of "Key Signature" with all advanced band members.	Formative			Summative
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Kristina Leach, Zach Cheatham, Andrea Skidmore
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 	
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2
    Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 15 Details	Reviews			
Strategy 15: Health Goal #1 - To value themselves and how to take care of themselves as well	Formative			Summative
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	Oct	Jan	Apr	July

Staff Responsible for Monitoring: Andrea Skidmore
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2
    Funding Sources: - 199 General Fund, SCE				

Strategy 16 Details	Reviews			
Strategy 16: Teen Leadership Goal #1 - To guide students to place their goals in their lives in priority levels	Formative			Summative
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	Oct	Jan	Apr	July

Staff Responsible for Monitoring: Andrea Skidmore
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2
    Funding Sources: - 199 General Fund, SCE				

Strategy 17 Details	Reviews			
Strategy 17: PLTW Goal #1 - Create a method for feedback that empowers students to take more risks in their learning.	Formative			Summative
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Alana Cope, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 18 Details	Reviews			
Strategy 18: PLTW Goal #2 - Provide students with opportunities for literacy and create word walls for new vocabulary.	Formative			Summative
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Alana Cope, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 19 Details	Reviews			
Strategy 19: Personalized Learning Path Goal #1 - How can we facilitate a truly personalized Inquiry Based Learning experience for students with a diverse range of agency/ownership so that students make more autonomous choices with the content, process, and product of their learning?	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Jason Granger, Matthew Allensworth, Nathan Boone **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 20 Details	Reviews			
Strategy 20: Personalized Learning Path Goal #2 - How can I develop a PLP 7/8 course that helps to extend students' inquiry, agency, and development of the Learner Profile attributes in a way that also prepares them for high school in a much more practical sense?	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Jason Granger, Matthew Allensworth, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 21 Details	Reviews			
Strategy 21: Spanish Goal #1 - Students will practice what they are learning through conversations or dialogues in class. My goal is that they can communicate in Spanish and that in the future they can use it in their careers, travels or communities.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Alan Medina, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 22 Details		Reviews			
Strategy 22: Spanish Goal #2 - Students will practice writing and reading, and the goal is to understand words to be able to communicate through writing and reading		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Alan Medina, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE					

Strategy 23 Details		Reviews			
Strategy 23: PE Goal #1 - Students will be engaged in activities and be willing to try new things.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** George Hauser, Elizabeth Graham, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE					

Strategy 24 Details		Reviews			
Strategy 24: Athletics - Goal 1 - Use grade checks and student athlete individual meetings to focus on improved student achievement.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** James Hammack, Elizabeth Graham, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund					

Strategy 25 Details	Reviews			
Strategy 25: Athletics - Goal #2 - Establish core pillars for our athletic program. Teach these principles to our athletes and refer to them frequently throughout the year so we have an established culture.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** James Hammack, Elizabeth Graham, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 26 Details	Reviews			
Strategy 26: Special Education - Goal #1 - We will use open communication to give and receive support where needed seeking clarity as a team and individually.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Nick Chambley, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 27 Details	Reviews			
Strategy 27: Special Education - Goal #2 - We will encourage students to self advocate to support their own learning through questioning, ownership, and responsibility.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Nick Chambley, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 28 Details	Reviews			
Strategy 28: English as a Second Language - Goal #1 - Ensure that ELL students are supported academically and emotionally to successfully engage in the least restrictive learning environment.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Brandon Jayroe, Erica Acuna **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 29 Details	Reviews			
Strategy 29: Dyslexia - Goal #1 - Students will develop self-knowledge and personal responsibility by setting reading goals and tracking their progress.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Kris Kosted, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 30 Details	Reviews			
Strategy 30: Science - Goal #1 - The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Michelle Champion, Nathan Boone **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 31 Details	Reviews			

Strategy 31: History - Goal #1 - The Benold Social Studies department will continue to focus on increasing and improving vertical alignment, both reinforcing concepts for students while also emphasizing the interrelated nature of Social Studies across different locations and time periods. We will also align with other departments, when appropriate, by creating cross curricular assignments.
 	
    Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Krystal Rackley, Nathan Boone
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, 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
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2
    Funding Sources: - 199 General Fund, SCE
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 32 Details	Reviews			

Strategy 32: History - Goal #2 - The Benold Social Studies department will focus on creating multiple reading opportunities on a regular basis within our classes to give students the opportunity to improve their literacy skills. This could include book studies, studying primary documents, reading about current events, or utilizing new vocabulary. We will also use proven reading strategies in order to assist our struggling readers.
 	
    Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Krystal Rackley, Nathan Boone
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, 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
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2
    Funding Sources: - 199 General Fund, SCE
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

 Evaluation Data Sources: Common Assessments, STAAR, MAP, High School Credit Accumulation Increases

Strategy 1 Details		Reviews		
Strategy 1: Student Culture Goal #2 - Students will obtain knowledge through inquiry and exploration by participating in pathway opportunities that will foster growth and future success. Action Steps: Support pathway design during Monday PLC time.	**Formative**			**Summative**
Build partnerships with community members and GHS/BMS Pathways Teachers **** Externship Partner with the counselors for PGP planning early on in the students MS career. Coordinate a Future Readiness Fair / Health Fair	**Oct**	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Knowledge; Increased Proficiency in Learning Through Inquiry and Exploration; Increased Efficacy Through Self-Directed Skills **Staff Responsible for Monitoring:** Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 2 Details	Reviews			
Strategy 2: Benold will continue offering students the opportunity to gain High School credit through courses including Health, Teen Leadership, Spanish, and Project Lead the Way.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased opportunities for exploration and learning at the high school level due to early accrual of credits in middle school. **Staff Responsible for Monitoring:** Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: Benold will provide students, parents and staff learning opportunities from 6th - 8th grade to better understand the personalized graduation plan so that students are best prepared for high school learning experiences.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Agency in Learning Pathways for the Entire Community **Staff Responsible for Monitoring:** Jennifer Lugo, Amanda Smith **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs

Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions

Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

 Evaluation Data Sources: Common Assessments, STAAR, MAP

Strategy 1 Details	Reviews			
Strategy 1: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in English language development, passing EOCs (HS) or STAAR exams (MS) , and support in content area instruction.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Campus will increase Emergent Bilingual EOC or STAAR passing rate by ____% and will increase the number of Emergent Bilingual students making 1 year progress on TELPAS by ____%. **Staff Responsible for Monitoring:** Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1 **Funding Sources:** - 263 Title III LEP				

Strategy 2 Details	Reviews			
Strategy 2: Math Goal #1 - The math department will support student growth through alignment of math topics, resources, and data from current and previous years. We will use the STAAR data to track growth across grades based on standards that are shared.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy **Staff Responsible for Monitoring:** Sydney Patrick, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: Math Goal #2 - The teachers will communicate with each other across grade levels to help the team to create useful, meaningful, and purposeful lessons and activities that support thinking, learning and growth. We will measure this by upcoming STAAR data and summative assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy **Staff Responsible for Monitoring:** Sydney Patrick, Andrea Skidmore **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 4 Details	Reviews			
Strategy 4: RLA Goal #1 - Reading: supporting literacy growth though reading conferencing, status checks, and/or student goal setting.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased campus-wide literacy; Increased Agency in Literacy **Staff Responsible for Monitoring:** Chelsey Cabarrubias, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 5 Details	Reviews			
Strategy 5: RLA Goal #2 - Writing: supporting growth through short answer questions, ACE, and/or sustained written responses.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Campus-Wide Literacy; Increased Agency in Writing **Staff Responsible for Monitoring:** Chelsey Cabarrubias, Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs
Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
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Perceptions
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
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Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

    Evaluation Data Sources: Student Experience Surveys, Staff Surveys

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Student Culture #3 - Students will build respectful relationships by communicating and collaborating with peers and staff members throughout their school day (hallways, arrival, lunch, recess, dismissal). Action Steps: CKH/MTSS/ Eagle Essentials - poster boards - $180 Student of the month with the learner profile attributes August: Build and Model Respectful Relationships September: Build and Model Respectful Relationships October: Obtains Knowledge through Inquiry and Exploration November: Develops Self-Knowledge and Personal Responsibility December: Develops Self-Knowledge and Personal Responsibility January: Adapts and Perseveres February: Adapts and Perseveres March: Communicates, Collaborates and Applies Critical Thinking April: Obtains Knowledge through Inquiry and Exploration May: Creates and Innovates Develop avenues for peer mentoring/staff mentoring NJHS students will be able to assist 6th grade students that are showing need (with slips of paper or otherwise). Welcome back events - $618 Recess Equipment - $390 **Strategy's Expected Result/Impact:** Increased Efficacy by Students and Staff in Successful Communication and Collaboration Throughout the Campus Leading to Increased Learning Potential **Staff Responsible for Monitoring:** Andrea Skidmore, Grant Cain **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE	**Oct**	**Jan**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: Benold will sustain habits of highlighting, recognizing and celebrating members of our campus and community through initiatives including but not limited to Students/Staff of the Month, Student Shout Outs, Staff Shout Outs, Way to Go Grams, Sticky Notes and Social Media recognition.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Strengthened identify amongst our campus community of habits, customs and beliefs that generate success. **Staff Responsible for Monitoring:** All Benold Stakeholders **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: #BErelational SEL Academy C2Y3: Social Emotional Learning (SEL) is the process of supporting the Learner Profile within a safe and caring learning environment. SEL develops our capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making. We will continue our participation in the SEL	Formative			Summative
	Oct	Jan	Apr	July

Academy as we enter year 3 of implementation.

Over the course of the 23-24 school year, Benold seeks to increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal). Additionally, Benold seeks to increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal).

Action Steps: Conduct annual SES and reach an 90% response rate for students in March

Establish team roles and consider strategic integration of learner profile

Send staff surveys, collect data, review data, and design systems of support where needed

Collaborate and consult with district SEL Specialist; Heather Moeller

Attend SEL focused trainings throughout the school year

Implementation of SEL lessons

> **Strategy's Expected Result/Impact:** Increased capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making.
>
> **Staff Responsible for Monitoring:** Amanda Smith, Jennifer Lugo, Health and Wellness Team Members
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
>
> **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3
>
> **Funding Sources:** - 199 General Fund, SCE

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning
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Student Learning
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs
Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
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Perceptions
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
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Goal 2: Student and Staff Well-Being

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Performance Objective 2: GISD employees find meaning and value in their work.

   Evaluation Data Sources: Staff Surveys, Health and Wellness/Staff Culture Initiatives Achieved

Strategy 1 Details	Reviews			
Strategy 1: Benold will utilize a monthly faculty meeting format that maximizes information sharing of work done by campus teams along with final decision-making authority by the entire staff regarding actionable items.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Efficacy in Value and Ownership of Campus Needs **Staff Responsible for Monitoring:** Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE	**Oct**	**Jan**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: Staff Culture Goal #1 - Connecting Staff to the campus, vision, commitments - Identify what the staff of Benold should be committed to in order to live out our vision on a daily basis. Be aware of campus morale in order to make informed decisions to support staff members. Action Steps: Develop Campus commitments based on beliefs, customs and values. Develop Social Contract Develop and adjust staff communication means throughout the year. Faculty Meeting, News Letter, Announcements, etc. Be aware of staff morale through a Morale Check.	Formative			Summative
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased Identify of Our Organization and Clarity of Focus Leading to Increased Success **Staff Responsible for Monitoring:** Nathan Boone, Jessica Simpson **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
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Perceptions
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.   **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

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Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

    Evaluation Data Sources: Student Experience Surveys, Staff Surveys, Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Benold's SRO, Kandice Ellis, will implement daily habits for monitoring security of the building while maximizing a presence on the campus through the cultivation of positive relationships with students, parents and staff.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased Sense of Safety and Positive Connections to Authorities
    Staff Responsible for Monitoring: Kandice Ellis
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture
    Problem Statements: Perceptions 3
    Funding Sources: - 199 General Fund, SCE
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Health and Wellness Goal #1 - Increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Self-Knowledge; Improved emotional wellness; Increased Learning/Learning Time				

Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger

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, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3

Funding Sources: - 199 General Fund, SCE

Strategy 3 Details	Reviews			
Strategy 3: Health and Wellness Goal #2 - Increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal).	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Self-Knowledge; Improved emotional wellness; Increased Learning/Learning Time				

Staff Responsible for Monitoring: Jennifer Lugo, Amanda Smith, Jason Granger

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, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3

Funding Sources: - 199 General Fund, SCE

Strategy 4 Details	Reviews			
Strategy 4: Health and Wellness Goal #3 - #BEwell Healthy School Choices: The Health & Wellness Team will promote and support overall wellness and healthy lifestyle choices through various campus events and fun challenges for staff and students. Action Steps: Collaborating with the Staff Culture team to organize fun, engaging, and relevant events for staff. Examples of activities may include: Step Tracking Contest, healthy recipe book Partner with the Student Culture team to organize student friendly activities/challenges that are fun, engaging, and promote healthy lifestyle habits. Restorative Circles Reset Room **Strategy's Expected Result/Impact:** Increased student and staff awareness of appropriate conditions needed for successful learning. **Staff Responsible for Monitoring:** Jennifer Lugo, Amanda Smith, Jason Granger **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.   **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.   **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.
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School Processes & Programs

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Perceptions

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Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD provides competitive compensation and benefits to employees.

    Evaluation Data Sources: Reduced Attrition, Staff Surveys

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 2: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

    Evaluation Data Sources: Reduced Attrition, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Benold will sustain and strengthen decision-making and workflow processes through empowered decision-making teams (Teaching and Learning, Health and Wellness, Student Culture and Staff Culture).	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Increased ownership of campus needs through volunteerism.
     Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton, Nathan Boone, Andrea Skidmore, Amanda Smith, Jennifer Lugo
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
     Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2, 3
     Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 2 Details	Reviews			
Strategy 2: Health and Wellness Goal #4 - #BEcalm Stress Management: Provide strategies and resources to staff and students to help reduce stress and anxiety. Action Steps: Counselors will directly teach mindfulness practices during guidance lessons The Health & Wellness Team will create opportunities for staff to participate in mindfulness activities (Headspace, Yoga, Adult Coloring, etc...) **Strategy's Expected Result/Impact:** Increased student and staff awareness of appropriate conditions needed for successful learning. **Staff Responsible for Monitoring:** Jennifer Lugo, Amanda Smith, Jason Granger **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Sustain and strengthen a district-wide opportunity to identify relevant areas of need and address them on District Grow learning time. **Strategy's Expected Result/Impact:** Increased competence and confidence in pedagogy and content knowledge. **Staff Responsible for Monitoring:** Brandon Jayroe **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Benold will successfully implement a stipend plan utilizing the local (199) budget that provides compensation for additional department chairs beyond what the district designates and pays for, MTSS lead teachers, and four campus teams led by facilitators (also the representatives of the Solution Tree Guiding Coalition) and six team members per team.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Agency Through Empowerment for Decision-Making **Staff Responsible for Monitoring:** Brandon Jayroe, Vandi Angulo **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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

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Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

    Evaluation Data Sources: Parent Surveys, Let's Talk Feedback

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

> **Evaluation Data Sources:** Parent Surveys, Let's Talk Feedback

Strategy 1 Details	Reviews			
Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly PTA and PTA Council meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Brandon Jayroe, Lindsay Harris **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 461 Campus Activity Fund				

Strategy 2 Details	Reviews			
Strategy 2: Continue collaborative efforts with Benold Dads through Watch D.O.G.S.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement, presence and participation with Benold Dads	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Brandon Jayroe **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details		Reviews		
Strategy 3: Utilize the Site Based Decision Making Team to vet district and campus initiatives.		Formative		Summative
Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Brandon Jayroe				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3				
Funding Sources: - 199 General Fund, SCE				

Strategy 4 Details		Reviews		
Strategy 4: Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level.		Formative		Summative
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions				
Staff Responsible for Monitoring: Brandon Jayroe, Wes Vanicek				
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				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3				
Funding Sources: - 199 General Fund, SCE				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Student Learning
Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

School Processes & Programs
Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause**: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

    Evaluation Data Sources: Parent Surveys, Let's Talk Feedback, Participation Numbers of Parent/Community Groups Existing on Campus

Strategy 1 Details	Reviews			
Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly Sonic Happy Hour with the Principal.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Increased engagement between Benold stakeholders in recognizing important topics and solutions
    Staff Responsible for Monitoring: Brandon Jayroe
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1, 2 - Perceptions 3
    Funding Sources: - 461 Campus Activity Fund				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes. **Root Cause**: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Perceptions
Problem Statement 3: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization. **Root Cause**: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

Campus Funding Summary

			199 General Fund, SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	2	11			$0.00
1	2	12			$0.00
1	2	13			$0.00
1	2	14			$0.00
1	2	15			$0.00
1	2	16			$0.00
1	2	17			$0.00
1	2	18			$0.00
1	2	19			$0.00
1	2	20			$0.00
1	2	21			$0.00
1	2	22			$0.00
1	2	23			$0.00
1	2	24			$0.00
1	2	25			$0.00

199 General Fund, SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	26			$0.00
1	2	27			$0.00
1	2	28			$0.00
1	2	29			$0.00
1	2	30			$0.00
1	2	31			$0.00
1	2	32			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00

199 General Fund, SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
263 Title III LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
				Sub-Total	$0.00
461 Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	2	11			$0.00
1	2	12			$0.00
1	2	13			$0.00
1	2	14			$0.00
1	2	24			$0.00
1	2	25			$0.00
1	3	1			$0.00
2	2	2			$0.00
3	2	1			$0.00
4	2	1			$0.00
4	3	1			$0.00
				Sub-Total	$0.00

Addendums

Benold 2021 - 2022 Attendance and Discipline

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
21-22	Sixth six weeks	92.67%	🚩	96%	1,745	⬇
21-22	Fifth six weeks	92.43%	🚩	96%	1,768	⬇
21-22	Fourth six weeks	86.67%	🚩	96%	2,426	⬆
21-22	Third six weeks	93.94%	🚩	96%	1,094	⬆
21-22	Second six weeks	95.34%	🚩	96%	914	⬇
21-22	First six weeks	92.11%	🚩	96%	1,424	⬆

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
21-22	Sixth six weeks	2.35%		5%	20	⬇
21-22	Fifth six weeks	2.57%		5%	26	⬆
21-22	Fourth six weeks	2.18%		5%	19	⬇
21-22	Third six weeks	3.7%		5%	40	⬆
21-22	Second six weeks	2.46%		5%	28	⬆
21-22	First six weeks	0.82%		5%	9	⬇

Benold 2021 - 2022 Attendance and Discipline

Benold 2021 - 2022 Attendance and Discipline

Benold 2022 - 2023 Demographics

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)	Count	Percent
Student Total	**661**	**100%**
6th Grade	208	31.47%
7th Grade	226	34.19%
8th Grade	227	34.34%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)	Count	Percent
Gender		
Female	338	51.13%
Male	323	48.87%
Ethnicity		
Hispanic-Latino	193	29.20%
Race		
American Indian - Alaskan Native	6	0.91%
Asian	11	1.66%
Black - African American	40	6.05%
Native Hawaiian - Pacific Islander	0	0.00%
White	387	58.55%
Two-or-More	24	3.63%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)	Count	Percent
Dyslexia	104	15.73%
Gifted and Talented	78	11.80%
Regional Day School Program for the Deaf	0	0.00%
Section 504	108	16.34%
Special Education (SPED)	84	12.71%
Bilingual/ESL		
Emergent Bilingual (EB)	42	6.35%
Bilingual	21	3.18%
English as a Second Language (ESL)	42	6.35%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Benold 2022 - 2023 Demographics

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/12/2022)	Count	Percent
At-Risk	29	4.39%
Foster Care	1	0.15%
IEP Continuer	0	0.00%
Immigrant	3	0.45%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	88	13.31%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	171	25.87%
Free Meals	142	21.48%
Reduced-Price Meals	29	4.39%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.30%
Shelter	0	0.00%
Doubled Up	2	0.30%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.30%
Is Unaccompanied Youth	0	0.00%

Benold Middle School

2022 - 2023

Welcome and Introductions

Brandon Jayroe - Campus Administrator (Parent)

Wes Vanicek - District Administrator (Parent)

Jennifer Lugo - Counselor (Pseudo Parent)

Krystal Rackley - Teacher (Parent)

Adrienne Bonds - PTA President

Don Isbell

Joy Whitman

Elizabeth Hinds

Erica Davis

Heather Dupuis

Crystelle Markley

Katie Luera

Rich and Jennifer Elsasser

Nick Bradley

Hilary Howard

Natalia Alaniz

Derek Mayo

Logan Reuland

The What, Why and How for Campus Plans
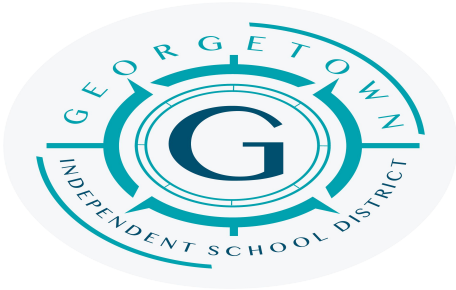
The purpose of the Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The planning process is directly linked to and begins with Comprehensive Needs Assessment (CNA). {TEC 11.253}

Site-Based Decision Making

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

Campus Plan Checkpoints

4:30 - 5:15 Virtual Meetings

Meeting Dates:

- September 15th - Plan that Goes to the School Board
- January 5th - December Review
- April 6th - March Review
- June 8th - May Review
- September 7th - August Review

GISD Strategic Plan

1. Develop a future-ready learning experience that reflects student voice, choice and ownership.

2. Engage the community to become champions and advocates for student success and the future of the district.

3. Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

4. Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Needs Assessment Summary

Demographics - 661; 208 6th Grade, Consistent Patterns From Feeders Except Dual Language

Student Learning - MAP: 8th Grade Cohort Strong Performance; 6th Grade Struggled; STAAR: B Rating, Economically Disadvantaged Population {25%} Struggled

School Processes and Programs - 8 Periods with Longer Eagle Time {36 minutes}; Tuesday - Thursday - Tutorials; Friday - Pathway Focus; Grade Level MTSS Meetings Weekly {Thursday}; High School Pathways; Strong PTA and Dads Group

Perceptions - Primarily Safe; Primarily Connected to Community; Capturing Kids' Hearts National Showcase Campus; Healing From Situation Last Year; Great Schools -

Campus Budget Information

Local Budget - Approximately $75,000

Title Funds - $0

State-Compensatory Ed. Funding - Approximately $4,900

Activity Funds

Problem Statement & Root Cause #1

Problem Statement: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners.

Root Cause: Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.

Don't fix what is not broken.

Problem Statement & Root Cause #1

Problem Statement: Benold struggles to systemically grow each and every student in mastery of content and growth in Learner Profile attributes.

Root Cause: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts. Additionally, success has been defined as a static measure rather than a recognition of individual progress.

Because I said so.   Pass vs. Progress

Problem Statement & Root Cause #3

Problem Statement: Benold has struggled to sustain a culture centered on the customs, beliefs and achievements of a learning organization.

Root Cause: Historically, a focus on morale (confidence and excitement) has driven decision-making to the exclusion of a focus on sustaining and strengthening customs, beliefs and achievements of a learning organization.

What Narrative Is The Focus?

Goal #1 Learning Experiences

Performance Objective #1 - All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal). *{1 Strategy - CBAS Plan via Well-Rounded Students}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Pass vs. Progress
- RC #3 - What Narrative is the Focus

Performance Objective #2 - Implementation of the phase-in plan toward the development of SEL competencies for all GISD students. *{1 Strategy - Health & Wellness Goal #1}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #3 - All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025. *{3 Strategies - High School Credit Courses, PGP Groundwork, Pathway Friday}*
- RC #1 - Don't Fix What Isn't Broken
- RC #3 - What Narrative is the Focus

Goal #1 Learning Experiences

Performance Objective #4 - 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade. *{2 Strategies - Collaboration in Alignment, Data Disaggregation}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

Performance Objective #5 - 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 8th grade by August 2025. *{2 Strategies - Reading, Writing}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

Performance Objective #6 - GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs. *{28 Strategies - Individual Departments}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So
- RC #3 - What Narrative is the Focus

Performance Objective #7 - GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies. *{1 Strategy - MTSS}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So

Goal #2 Community Engagement

Performance Objective #1 - Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5) *{1 Strategy - Content Mastery, Empowerment, Inclusion, Learner Profile}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #2 - Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.*{5 Strategies - HHWTP, PTA, PTA Council, Men's Group, SBDM, DPC}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #3 - Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d)) *{1 Strategy - SRO Presence}*
- RC #3 - What Narrative Is The Focus

Goal #3 Empowered Leadership

Performance Objective #1 - GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and workflow processes. *{3 Strategies - Campus Team Decision-Making, Campus MTSS Model, Faculty Meeting Protocol}*
-   RC #1 - Don't Fix What Isn't Broken
-   RC #2 - Because I Said So; Pass vs. Progress
-   RC #3 - What Narrative Is The Focus

Performance Objective #2 - Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership. *{0 Strategies - See PO #1}*
-   RC #1 - Don't Fix What Isn't Broken
-   RC #2 - Because I Said So; Pass vs. Progress
-   RC #3 - What Narrative Is The Focus

Performance Objective #3 - Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve. *{9 Strategies - Teaching & Learning [3], Health & Wellness [2], Student Culture [3], Staff Culture [2]}*
-   RC #1 - Don't Fix What Isn't Broken
-   RC #2 - Because I Said So; Pass vs. Progress
-   RC #3 - What Narrative Is The Focus

Goal #4 Innovative Culture

Performance Objective #1 - Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels. *{1 Strategy - Campus-Based Celebrations Including Students/Staff of the Month, SHOUT OUTS, Social Media Recognition}*
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

Performance Objective #2 - GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership. *{3 Strategies - PLC Model With Tuesday Learning, Schoology Rollout, District Grow Days}*
- RC #1 - Don't Fix What Isn't Broken
- RC #2 - Because I Said So; Pass vs. Progress
- RC #3 - What Narrative Is The Focus

[Feedback](#)

EOY MAP Math 21 - 22

All Students
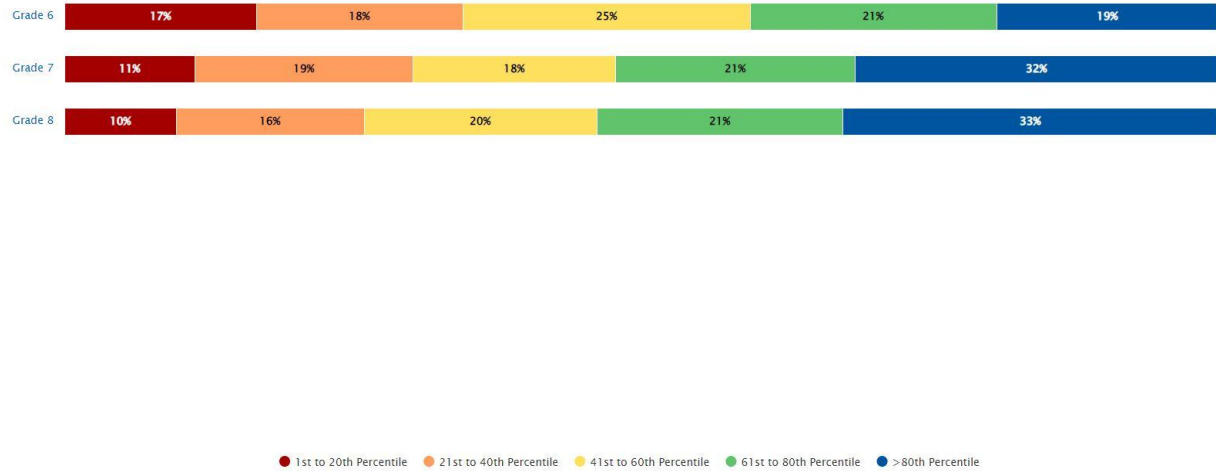
Benold Middle School

School Achievement: Math K-12

Grade	1st to 20th	21st to 40th	41st to 60th	61st to 80th	>80th
Grade 6	17%	18%	25%	21%	19%
Grade 7	11%	19%	18%	21%	32%
Grade 8	10%	16%	20%	21%	33%

● 1st to 20th Percentile ● 21st to 40th Percentile ● 41st to 60th Percentile ● 61st to 80th Percentile ● >80th Percentile

Male

Benold Middle School

School Achievement: Math K-12

Grade	1st to 20th	21st to 40th	41st to 60th	61st to 80th	>80th
Grade 6	15%	20%	23%	20%	23%
Grade 7	10%	17%	16%	22%	35%
Grade 8	11%	14%	20%	21%	33%

Female

Benold Middle School

School Achievement: Math K-12

Grade	1st to 20th	21st to 40th	41st to 60th	61st to 80th	>80th
Grade 6	18%	16%	27%	23%	16%
Grade 7	13%	20%	19%	19%	29%
Grade 8	8%	19%	20%	22%	32%
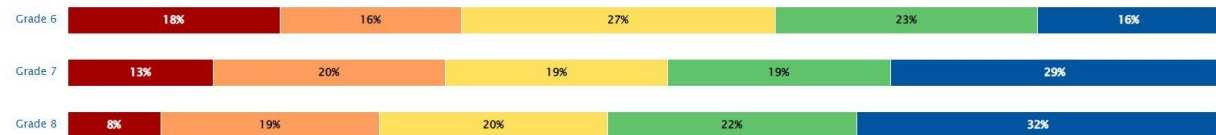
EOY MAP Math 21 - 22

Sub-Populations:
Hispanic
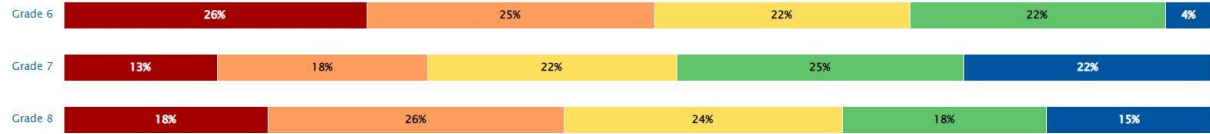
Benold Middle School

School Achievement: Math K-12

Grade					
Grade 6	26%	25%	22%	22%	4%
Grade 7	13%	18%	22%	25%	22%
Grade 8	18%	26%	24%	18%	15%

White

Benold Middle School

School Achievement: Math K-12

Grade					
Grade 6	9%	11%	29%	22%	29%
Grade 7	6%	20%	17%	20%	38%
Grade 8	5%	11%	19%	23%	41%

African American

Benold Middle School

School Achievement: Math K-12

Grade					
Grade 6	44%	31%	6%	19%	
Grade 7	42%	25%	8%	25%	
Grade 8	36%	36%	14%	7%	7%
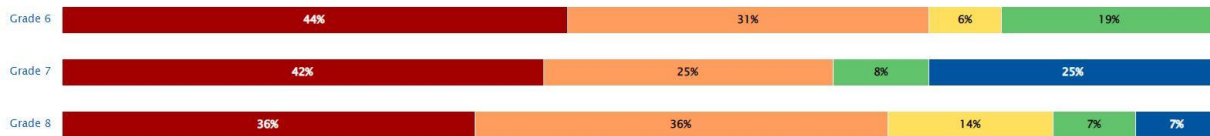
EOY MAP Reading 21 - 22

All Students
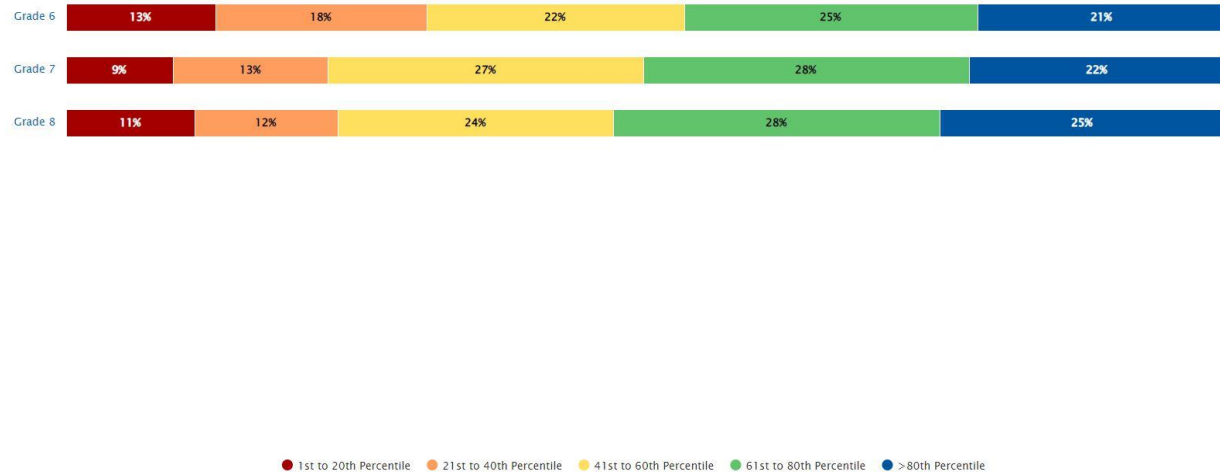
Benold Middle School

School Achievement: Reading

Grade 6	13%	18%	22%	25%	21%
Grade 7	9%	13%	27%	28%	22%
Grade 8	11%	12%	24%	28%	25%

● 1st to 20th Percentile ● 21st to 40th Percentile ● 41st to 60th Percentile ● 61st to 80th Percentile ● >80th Percentile

Male

Benold Middle School

School Achievement: Reading

Grade 6	14%	21%	21%	25%	18%
Grade 7	16%	10%	31%	22%	21%
Grade 8	17%	11%	23%	24%	25%

Female

Benold Middle School

School Achievement: Reading

Grade 6	12%	15%	23%	25%	24%
Grade 7	3%	16%	24%	33%	23%
Grade 8	4%	14%	25%	34%	24%
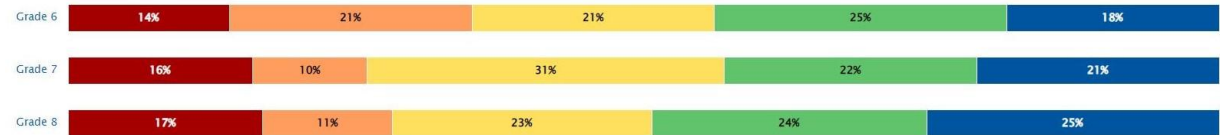
EOY MAP Reading 21 - 22

Sub-Populations:
Hispanic
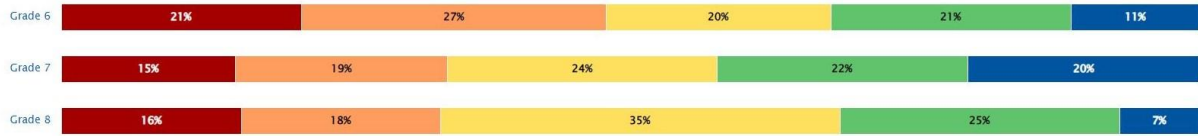
Benold Middle School

School Achievement: Reading

Grade 6	21%	27%	20%	21%	11%
Grade 7	15%	19%	24%	22%	20%
Grade 8	16%	18%	35%	25%	7%

White

Benold Middle School

School Achievement: Reading

Grade 6	7%	11%	25%	28%	29%
Grade 7	4%	10%	27%	35%	24%
Grade 8	8%	8%	22%	30%	30%

African American

Benold Middle School

School Achievement: Reading

Grade 6	20%	27%	27%	27%
Grade 7	27%	27%	27%	18%
Grade 8	29%	29%	43%	
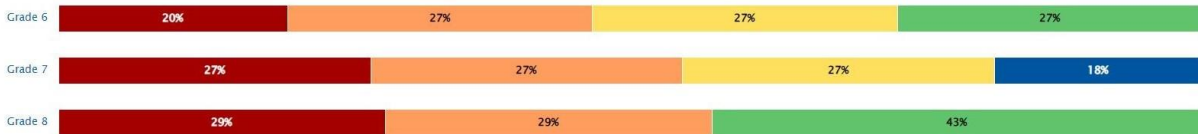
Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	226	0.0	82	41.0	810	810.0	851.0	1,118	76
Reading / ELA	122	0.0	28	14.0	421	421.0	435.0	571	76
Mathematics	104	0.0	54	27.0	389	389.0	416.0	547	76

Number of Assessments

2020-21		2021-22					Count
		Did Not Meet	Approaches	Meets	Masters		
Both Subjects							1,118
Both Subjects	Did Not Meet	62	63	0	96	24	4	249
	Approaches	41	0	50	82	87	40	300
	Meets	6	43	32	84	125	290
	Masters	1	20	53	205	279
Reading / ELA							571
Reading / ELA	Did Not Meet	33	30	0	51	17	3	134
	Approaches	20	0	18	32	43	33	146
	Meets	4	18	10	21	66	119
	Masters	1	15	31	125	172
Mathematics							547
Mathematics	Did Not Meet	29	33	0	45	7	1	115
	Approaches	21	0	32	50	44	7	154
	Meets	2	25	22	63	59	171
	Masters	0	5	22	80	107

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	**B**
Student Achievement		86	B
STAAR Performance	56	86	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	76	85	B
Relative Performance (Eco Dis: 23.1%)	56	66	Not Rated: Senate Bill 1365
Closing the Gaps	**73**	**82**	B

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement,
targeted support and improvement, or additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

✗ **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency
2022 Identification of Schools for Improvement
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) +	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	1	0	-	-	-	-	2	1	2
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	42%	57%	-	-	-	55%	33%	28%	21%
2019	20%	40%	60%	-	-	-	58%	32%	29%	16%
2022	28%	45%	68%	-	-	-	-	33%	39%	15%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	24%	29%	53%	-	-	-	49%	22%	27%	11%
2019	24%	39%	58%	-	-	-	50%	33%	32%	20%
2022	28%	37%	67%	-	-	-	-	28%	29%	11%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	67	68	-	-	-	62	64	57	61
2019	50	58	63	-	-	-	74	55	63	44
2022	74	69	79	-	-	-	-	74	72	67
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	62	66	-	-	-	75	58	61	51
2019	-	64	61	-	-	-	65	59	64	40
2022	60	75	77	-	-	-	-	68	69	66
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	36	37	55	-	-	-	54	30	30	20
2019	31	41	57	-	-	-	56	36	30	19
2022	29	43	64	-	62	-	66	34	39	19

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Texas Education Agency
2022 Closing the Gaps
DOUGLAS BENOLD MIDDLE (246904040) - GEORGETOWN ISD - WILLIAMSON COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	13	20	65%	30%	19.5
Growth Status	17	18	94%	50%	47.0
ELP Status	0	1	0%	10%	0.0
Student Success Status	8	12	67%	10%	6.7
Closing the Gaps Score					**73**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	Yes	No	Yes	Yes				Yes	Yes	Yes	No	Yes	Yes	Yes		
% at Meets GL Standard or Above	59%	28%	45%	68%	*	64%	-	65%	33%	39%	15%	64%	61%	51%		
# at Meets GL Standard or Above	398	11	82	283	*	**	-	15	50	16	13	16	312	86		
Total Tests (Adjusted)	676	39	184	415	*	**	-	23	150	41	86	25	509	167		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	Yes	No	No	Yes					No	No	No	Yes	Yes	Yes		
% at Meets GL Standard or Above	55%	28%	37%	67%	*	45%	-	58%	28%	29%	11%	64%	58%	46%		
# at Meets GL Standard or Above	378	11	70	278	*	**	-	14	42	12	10	16	299	79		
Total Tests (Adjusted)	685	39	189	418	*	**	-	24	151	42	89	25	515	170		
Total Indicators															**13**	**20**
Growth Status																
ELA/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	76%	74%	69%	79%	*	90%	-	76%	74%	72%	67%	76%	76%	75%		
Growth Points	435.0	23.0	105.0	281.5	*	**	-	14.5	86.0	27.5	46.0	17.5	357.0	78.0		
Total Tests	571	31	153	356	*	**	-	19	117	38	69	23	467	104		
Mathematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
Target Met	Yes	No	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	76%	60%	75%	77%	*	72%	-	97%	68%	69%	66%	73%	77%	73%		
Growth Points	416.0	18.5	113.5	258.0	*	**	-	18.5	79.0	27.5	45.0	16.0	340.5	75.5		
Total Tests	547	31	152	333	*	**	-	19	116	40	68	22	443	104		
Total Indicators															**17**	**18**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										23%						
TELPAS Progress										7						
TELPAS Total										30						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	No	Yes	Yes		No		Yes	No	Yes	No	Yes	Yes	Yes		
STAAR Component Score	56	29	43	64	8	62	-	66	34	39	19	61	58	51		
% at Approaches GL Standard or Above	82%	51%	70%	90%	25%	88%	-	91%	60%	66%	39%	87%	84%	77%		
% at Meets GL Standard or Above	54%	25%	38%	64%	0%	56%	-	62%	29%	33%	14%	60%	57%	46%		
% at Masters GL Standard	32%	12%	21%	38%	0%	41%	-	45%	12%	18%	3%	37%	33%	29%		
Total Tests	1,853	102	489	1,157	8	32	-	65	399	101	236	75	1,398	455		
Total Indicators															8	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	93%	97%	89%	94%	*	100%	*	96%	92%	100%	90%	95%	94%	90%		
# Participants	644	30	160	411	*	9	*	26	156	35	66	21	513	131		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Tests	692	31	179	437	*	9	*	27	169	35	73	22	547	145		
Mathematics																
% Participation	93%	97%	89%	95%	*	100%	*	96%	92%	97%	88%	95%	94%	90%		
# Participants	646	30	160	413	*	9	*	26	156	33	65	21	517	129		
Total Tests	692	31	179	437	*	9	*	27	169	34	74	22	549	143		
Participation 2021-22																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	98%	100%	98%	97%	*	100%	-	96%	98%	100%	96%	100%	98%	97%		
# Participants	708	42	197	428	*	**	-	24	159	48	92	26	516	192		
Total Tests	724	42	201	439	*	**	-	25	163	48	96	26	526	198		
Mathematics																
% Participation	98%	100%	99%	98%	*	100%	-	100%	97%	98%	98%	100%	99%	97%		
# Participants	714	42	199	431	*	**	-	25	158	47	94	26	521	193		
Total Tests	726	42	202	440	*	**	-	25	163	48	96	26	527	199		

*　　　Indicates results are masked due to small numbers to protect student confidentiality.

**　　When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+　　　Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

\-　　　Indicates there are no students in the group.
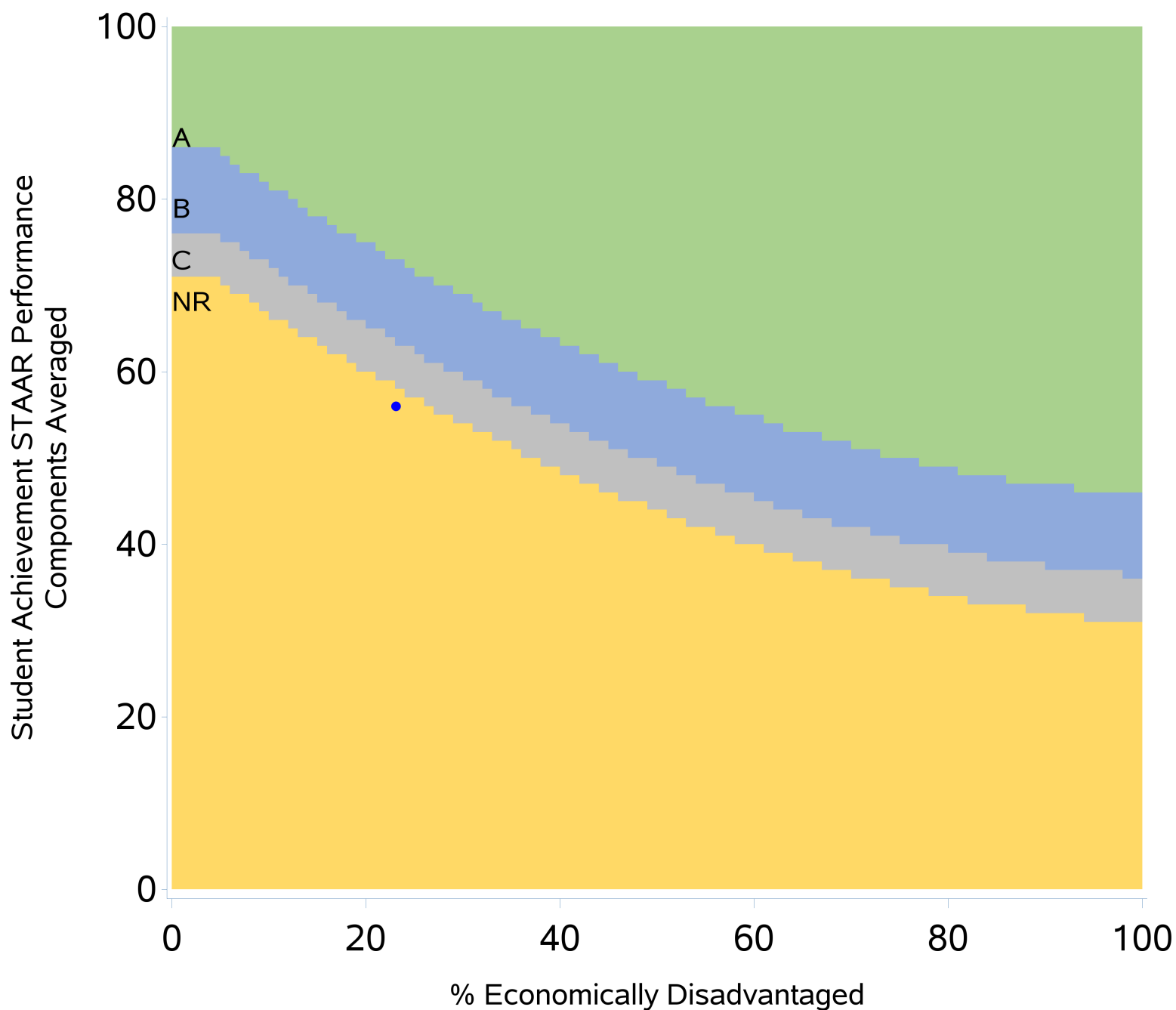
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:		
				90	80	70
23.1	23.1 to 24	Middle School	56	73	63	58

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

Report Date: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

	Listening			Speaking			Reading			Writing		
		Number	Percent		Number	Percent		Number	Percent		Number	Percent
Number of Students Rated		16	100	Number of Students Rated	16	100	Number of Students Rated	16	100	Number of Students Rated	16	100
Students Absent		0	0	Students Absent	0	0	Students Absent	0	0	Not Rated: EC	0	0
Not Rated: EC		0	0	Not Rated: EC	0	0	Not Rated: EC	0	0	Not Rated: ARD Decision	0	0
Not Rated: ARD Decision		0	0	Not Rated: ARD Decision	0	0	Other Students Not Rated	0	0			
Other Students Not Rated		0	0	Other Students Not Rated	0	0						
Total Documents Submitted		16	100	Total Documents Submitted	16	100	Total Documents Submitted	16	100	Total Documents Submitted	16	100

	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH
All Students	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
Male	10	0	50	30	20	10	20	60	20	0	10	10	60	20	10	10	10	50	10	30
Female	6	0	50	33	17	6	0	33	67	0	6	17	50	33	0	6	0	50	50	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	15	0	47	33	20	15	13	47	40	0	15	13	53	27	7	15	7	47	27	20
Am. Indian or Alaska Native	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Yes	7	0	57	29	14	7	0	43	57	0	7	14	57	29	0	7	0	57	43	0
Disadvantaged No	9	0	44	33	22	9	22	56	22	0	9	11	56	22	11	9	11	44	11	33
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Identified as Emergent Bilingual/English Learner	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Nonparticipants	15	0	53	27	20	15	13	53	33	0	15	13	60	20	7	15	7	53	20	20
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL *Participants*	14	0	57	29	14	14	14	57	29	0	14	14	64	14	7	14	7	57	14	21
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education *Yes*	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
No	13	0	46	31	23	13	15	54	31	0	13	8	62	23	8	13	8	46	31	15
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk *Yes*	16	0	50	31	19	16	13	50	38	0	16	13	56	25	6	16	6	50	25	19
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in *One*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
U.S. *Two*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Schools *Three*	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Four	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Five	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Six or More	10	0	50	30	20	10	10	50	40	0	10	10	50	30	10	10	0	50	20	30
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0600

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

REPORT DATE: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating							
				Number	Percent	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
	Number of Students Receiving a Composite Rating			16	100										
	Number of Students Not Receiving a Composite Rating			0	0										
	Total Documents Submitted			16	100										
	# Stdt	BEG	INT	ADV	AH			#	%	#	%	#	%	#	%
All Students	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
Male	10	0	70	30	0	2.4	8	0	0	0	0	0	0	0	0
Female	6	0	50	50	0	2.5	5	0	0	0	0	0	0	0	0
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	15	0	60	40	0	2.5	12	0	0	0	0	0	0	0	0
Am. Indian or Alaska Native	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	7	0	57	43	0	2.4	6	0	0	0	0	0	0	0	0
Economically Disadvantaged — No	9	0	67	33	0	2.5	7	0	0	0	0	0	0	0	0
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
Title I, Part A — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant — No	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
Migrant — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual — Participants	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	15	0	67	33	0	2.4	12	0	0	0	0	0	0	0	0
Bilingual — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL — Participants	14	0	71	29	0	2.4	11	0	0	0	0	0	0	0	0
ESL — Nonparticipants	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education — Yes	3	---	---	---	---	---	3	---	---	---	---	---	---	---	---
Special Education — No	13	0	62	38	0	2.5	10	0	0	0	0	0	0	0	0
Special Education — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
Gifted/Talented — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — Yes	16	0	63	38	0	2.5	13	0	0	0	0	0	0	0	0
At-Risk — No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — One	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Two	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Three	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Years in U.S. Schools — Four	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Years in U.S. Schools — Five	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Years in U.S. Schools — Six or More	10	0	60	40	0	2.6	9	0	0	0	0	0	0	0	0
Years in U.S. Schools — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0600

TELPAS — Texas English Language Proficiency Assessment System

Grade 7

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

Report Date: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels	Listening		Speaking		Reading		Writing	
		Number	Percent		Number	Percent		Number	Percent		Number	Percent

	Listening Number	Listening Percent	Speaking Number	Speaking Percent	Reading Number	Reading Percent	Writing Number	Writing Percent
Number of Students Rated	11	100	11	100	11	100	10	100
Students Absent	0	0	0	0	0	0		
Not Rated: EC	0	0	0	0	0	0	0	0
Not Rated: ARD Decision	0	0	0	0			0	0
Other Students Not Rated	0	0	0	0	0	0		
Total Documents Submitted	11	100	11	100	11	100	10	100

Proficiency Levels:
- BEG = Beginning
- INT = Intermediate
- ADV = Advanced
- AH = Advanced High

	Listening # Stdt	BEG	INT	ADV	AH	Speaking # Stdt	BEG	INT	ADV	AH	Reading # Stdt	BEG	INT	ADV	AH	Writing # Stdt	BEG	INT	ADV	AH
All Students	11	9	0	55	36	11	9	45	45	0	11	27	18	18	36	10	0	10	90	0
Male	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Female	6	0	0	50	50	6	17	33	50	0	6	0	33	0	67	6	0	0	100	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Hispanic/Latino	8	0	0	63	38	8	13	38	50	0	8	25	25	13	38	8	0	13	88	0
Am. Indian or Alaska Native	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Asian	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Economically Disadvantaged Yes	8	0	0	50	50	8	13	25	63	0	8	13	25	25	38	8	0	13	88	0
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Migrant Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Identified as Emergent Bilingual/English Learner	11	9	0	55	36	11	9	45	45	0	11	27	18	18	36	10	0	10	90	0
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
ESL Participants	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Special Education Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No	9	0	0	56	44	9	11	33	56	0	9	11	22	22	44	9	0	11	89	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
At-Risk Yes	10	0	0	60	40	10	10	40	50	0	10	20	20	20	40	10	0	10	90	0
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---
Years in U.S. Schools One	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Three	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Six or More	8	0	0	50	50	8	13	38	50	0	8	25	25	13	38	8	0	13	88	0
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	0	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0700

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

REPORT DATE: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

		TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating								
		Number of Students Receiving a Composite Rating		Number: 10	Percent: 91	Average Score	# of Matched Students	Students Who Progressed **One** Proficiency Level		Students Who Progressed **Two** Proficiency Levels		Students Who Progressed **Three** Proficiency Levels		Students Who Progressed **At Least One** Proficiency Level	
		Number of Students Not Receiving a Composite Rating		1	9										
		Total Documents Submitted		11	100										
		# Stdt	BEG	INT	ADV	AH		#	%	#	%	#	%	#	%
All Students		10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
Male		4	---	---	---	---	---	4	---	---	---	---	---	---	---	---
Female		6	0	17	67	17	3.1	6	1	17	0	0	0	0	1	17
No Information Provided		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino		8	0	38	63	0	2.8	8	1	13	0	0	0	0	1	13
Am. Indian or Alaska Native		1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Asian		1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically	Yes	8	0	25	63	13	3.0	8	3	38	0	0	0	0	3	38
Disadvantaged	No	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Nonparticipants	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	No	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Nonparticipants	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL	Participants	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education	Yes	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
	No	9	0	22	67	11	3.0	9	3	33	0	0	0	0	3	33
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Nonparticipants	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk	Yes	10	0	30	60	10	2.9	10	3	30	0	0	0	0	3	30
	No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools	One	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Two	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Three	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
	Four	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Five	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
	Six or More	8	0	38	50	13	2.9	8	2	25	0	0	0	0	2	25
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0700

Texas English Language Proficiency Assessment System
Summary Report
All Students

Grade 8

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

Report Date: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

	Listening Number	Percent	Speaking Number	Percent	Reading Number	Percent	Writing Number	Percent
Number of Students Rated	8	100	8	100	8	100	8	100
Students Absent	0	0	0	0	0	0	Not Rated: EC 0	0
Not Rated: EC	0	0	0	0	Not Rated: ARD Decision 0	0	Not Rated: ARD Decision 0	0
Not Rated: ARD Decision	0	0	0	0	Other Students Not Rated 0	0		
Other Students Not Rated	0	0	0	0				
Total Documents Submitted	8	100	8	100	8	100	8	100

	Listening # Stdt	BEG	INT	ADV	AH	Speaking # Stdt	BEG	INT	ADV	AH	Reading # Stdt	BEG	INT	ADV	AH	Writing # Stdt	BEG	INT	ADV	AH
All Students	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
Male	5	0	40	20	40	5	0	40	60	0	5	20	60	20	0	5	20	40	20	20
Female	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	5	0	60	20	20	5	0	60	40	0	5	20	80	0	0	5	40	40	20	0
Am. Indian or Alaska Native	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Asian	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two or More Races	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged Yes	6	0	50	17	33	6	0	33	67	0	6	17	50	33	0	6	33	17	33	17
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Identified as Emergent Bilingual/English Learner	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL Participants	7	0	43	29	29	7	0	29	71	0	7	14	57	29	0	7	14	29	43	14
Nonparticipants	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk Yes	8	0	50	25	25	8	0	38	63	0	8	13	63	25	0	8	25	25	38	13
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools One	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Two	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Three	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
Four	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Five	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Six or More	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0800

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 246-904 GEORGETOWN ISD
Campus: 040 DOUGLAS BENOLD

Report Date: MAY 2022
Date of Testing: SPRING 2022

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
AH = Advanced High

TELPAS Composite Rating	Number	Percent
Number of Students Receiving a Composite Rating	8	100
Number of Students Not Receiving a Composite Rating	0	0
Total Documents Submitted	8	100

	# Stdt	BEG	INT	ADV	AH	Average Score	# of Matched Students	One Proficiency Level #	One Proficiency Level %	Two Proficiency Levels #	Two Proficiency Levels %	Three Proficiency Levels #	Three Proficiency Levels %	At Least One Proficiency Level #	At Least One Proficiency Level %
All Students	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Male	5	0	40	40	20	2.5	4	---	---	---	---	---	---	---	---
Female	3	---	---	---	---	---	2	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	5	0	60	40	0	2.2	3	---	---	---	---	---	---	---	---
Am. Indian or Alaska Native	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	6	0	33	50	17	2.5	4	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Title I, Part A — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant — No	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Migrant — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Bilingual — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL — Participants	7	0	29	57	14	2.6	6	4	67	0	0	0	0	4	67
ESL — Nonparticipants	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education — Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education — No	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Special Education — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
Gifted/Talented — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — Yes	8	0	38	50	13	2.5	6	4	67	0	0	0	0	4	67
At-Risk — No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — One	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Two	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Three	3	---	---	---	---	---	3	---	---	---	---	---	---	---	---
Years in U.S. Schools — Four	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Years in U.S. Schools — Five	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Six or More	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Years in U.S. Schools — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

22050301AL0800

GISD 2022 SES Survey
Benold Middle School
Results Summary

TABLE OF CONTENTS

INTRODUCTION

The core mission of Georgetown ISD (GISD) is to inspire and empower every learner to lead, grow, and serve. Student voice plays an important role in achieving that mission. A large body of research literature exists that describes many persistent, positive effects associated with increasing student voice in education. Engaging student voice has been shown to increase students' leadership abilities (Cushman 2003). Student voice can lead to an increased likelihood that students will experience self-worth, engagement, and purpose in school (Quaglia Institute for School Voice and Aspirations, 2016). Student involvement can also lead to significant gains in youth development goals (Mitra 2004, 2006). In addition to the positive effects associated with engaging student voice, student perception data can provide a rich source of information for district and campus leadership to consider while making key decisions.

The 2021-2022 Student Experience Survey (SES) was administered to all students in grades three through eleven in [Date]. Parents received notice of the survey through district-wide communication on [Date] and parents were given the opportunity to preview questions and opt their student out of the survey. The survey was administered through Google Forms and was setup to be administered through English/Language Arts (secondary) or homeroom classrooms (elementary). The campus response rate goal was 85%. The following represents the actual response rates across our three levels - elementary, middle, and high school.

Level	Total Students	Total Response	Total Percentage
Middle (6-8)	2,829	2,359	83.3%
Benold 6-8	727	641	88%

The survey results are broken down into five categories:
- Intrapersonal questions examine student abilities to understand and manage the self.
- Interpersonal questions examine student abilities to understand and relate to others.
- Cognitive questions examine student awareness of the power of the mind
- Environmental questions examine student experiences of classroom learning.
- Instructional questions examine student experiences of classroom learning.

Cushman, K. (2003). Fires in the bathroom: Advice for teachers from high school students. New York City,

Mitra, D. (2004). The significance of students: Can increasing student voice in schools lead to gains in youth development? The Teachers College Record, 106(4), 651-688. NY: The New Press.

Mitra, D. L. (2006). Youth as a bridge between home and school comparing student voice and parent involvement as strategies for change. Education and Urban Society, 38(4), 455-480.

Quaglia Institute for School Voice and Aspirations. (2016.) School voice report 2016. Retrieved from quagliainstitute.org/dmsView/School_Voice_Report_2016

SECTION ONE: INTRAPERSONAL RESPONSES

6-11 Grade Questions
Domain One: Intrapersonal questions examine student abilities to understand and manage the self.

1	I bring the stuff I need to class every day.
2	I can stay calm and make good choices even if someone is giving me a hard time.
3	I use coping skills to deal with strong negative feelings.
4	I am able to concentrate in class.
5	I am able to wait for things I want.
6	If I mess up or I am having a hard time with something, I keep trying.
7	I am aware of the connection between my emotions and my body.
8	I feel good about myself

Benold Intrapersonal

Legend: Benold (blue), District (red)

	Benold	District
Item 1	2.37	2.29
Item 2	2.10	2.03
Item 3	1.81	1.81
Item 4	2.03	1.98
Item 5	2.40	2.33
Item 6	2.17	2.13
Item 7	2.30	2.27
Item 8	2.10	2.09
Average	2.16	2.11
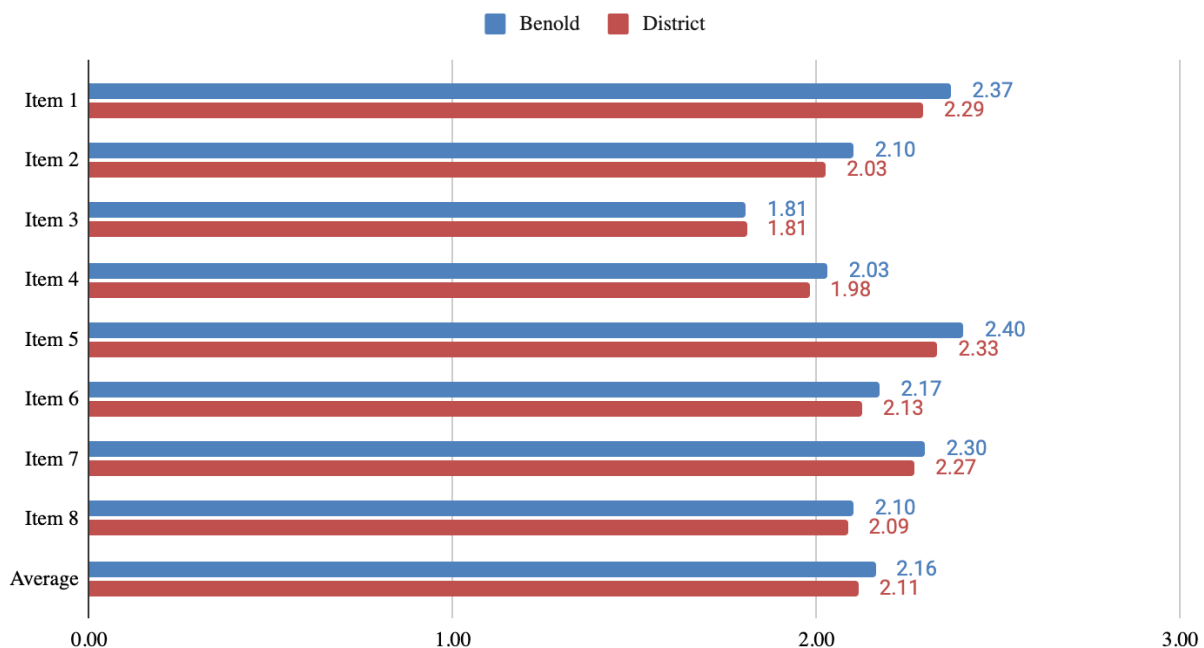
Response 0 = Never
Response 3 = Always

SECTION TWO: INTERPERSONAL RESPONSES

	Domain Two: Interpersonal questions examine student abilities to understand and relate to others.
9	I speak to others in a polite way (please/thank you).
10	I encourage the people around me to do good things.
11	My classmates care about me.
12	I can tell what emotions another person is experiencing by looking for clues in their face and body.
13	When I see other students being treated badly, I stand up for them.
14	When I see another person upset, I will say or do something to help them feel better.
15	I contribute when I'm in group work.
16	I get along well with people in group projects at school.
17	If I need help at school, there is an adult at school who will help me.
18	At my school, we treat all people with respect, even if they are different in some way.
19	I am connected to my school through a club or activity.

Benold Interpersonal

Benold ■   District ■

	Benold	District
Item 9	2.46	2.41
Item 10	2.22	2.18
Item 11	1.86	1.87
Item 12	2.31	2.29
Item 13	2.05	2.02
Item 14	2.16	2.12
Item 15	2.64	2.55
Item 16	2.27	2.24
Item 17	2.33	2.30
Item 18	2.21	2.23
Item 19	2.20	1.98
Average	2.25	2.20
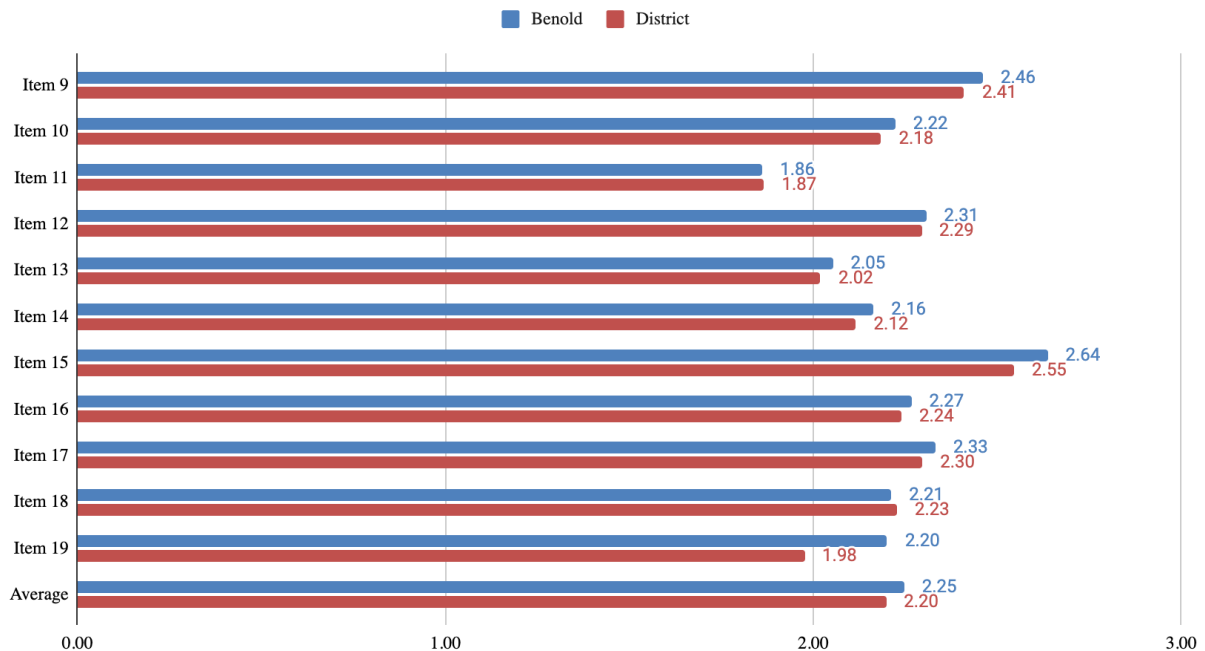
Response 0 = Never
Response 3 = Always

SECTION THREE: COGNITIVE RESPONSES

	Domain Three: Cognitive questions examine student awareness of the power of the mind.
20	When I come to school my mind is open and I want to learn.
21	Before I make a choice I think about the consequences.
22	I use what I know from outside of school to help me with assignments.
23	I think of interesting questions when I am in class.
24	I look at problems in more than one way.
25	I come up with new ideas at school.
26	I think about what I need to do in order to finish a school task and then I do it.
27	I am able to figure things out if I get stuck.

Benold Cognitive

■ Benold ■ District

	Benold	District
Item 20	1.80	1.73
Item 21	2.01	2.00
Item 22	2.28	2.22
Item 23	1.82	1.76
Item 24	2.06	1.99
Item 25	1.93	1.85
Item 26	2.15	2.12
Item 27	2.01	1.92
Average	2.01	1.95
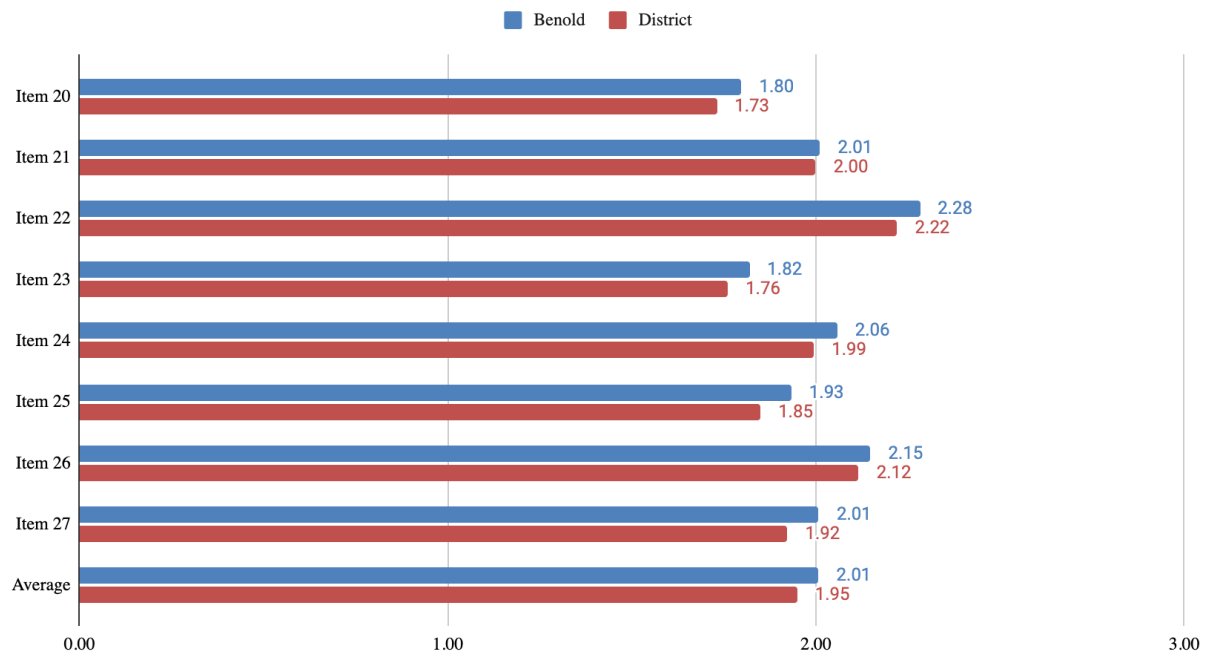
Response 0 = Never
Response 3 = Always

SECTION FOUR: ENVIRONMENTAL RESPONSES

	Domain Four: Environmental questions examine student experiences of classroom learning.
28	I feel comfortable in this school.
29	I feel comfortable in the hallways.
30	I feel comfortable in the cafeteria.
31	I feel comfortable waiting for the bus after school. (Skip if you don't ride the bus.)
32	I feel comfortable in the restrooms.
33	At this school, students are kind to each other.
34	Kids from different social groups hang out with each other at this school.

Benold Environmental

Benold District

	Benold	District
Item 28	2.16	2.04
Item 29	2.12	2.01
Item 30	2.33	2.26
Item 31	2.38	2.34
Item 32	1.92	1.88
Item 33	1.67	1.53
Item 34	1.87	1.90
Average	2.06	1.99
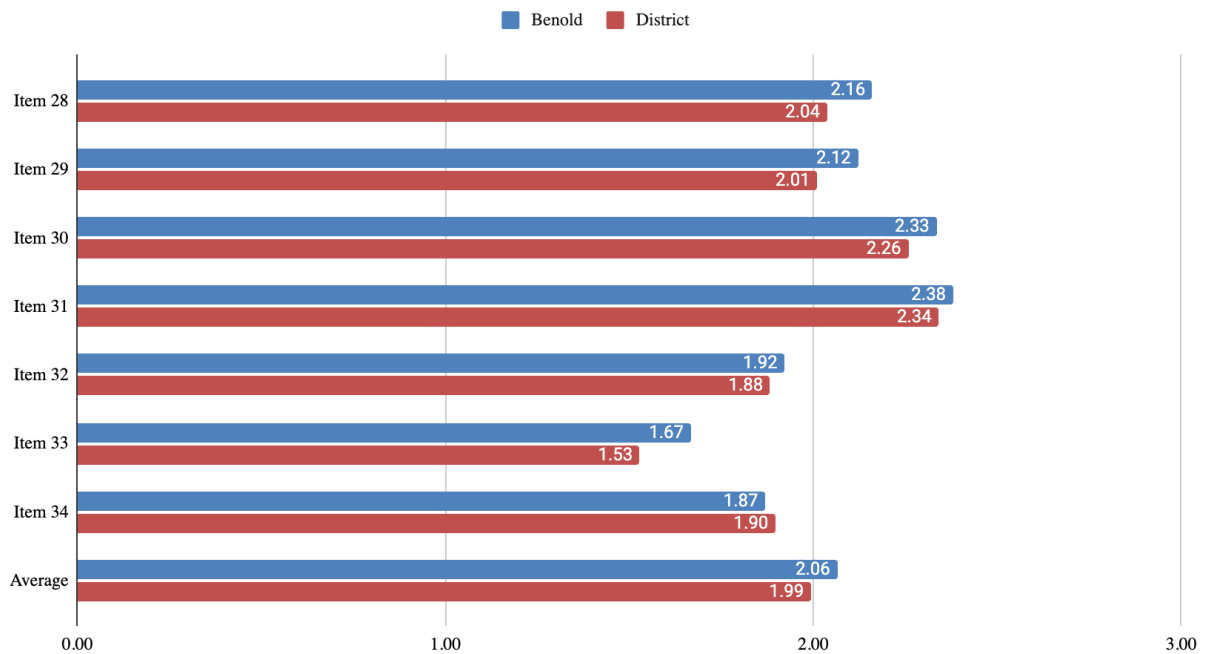
Response 0 = Never
Response 3 = Always

SECTION FIVE: INSTRUCTIONAL RESPONSES

	Domain Five: Instructional questions examine student experiences of classroom learning.
35	I am able to read well.
36	I am able to understand science lessons.
37	I am able to finish writing assignments.
38	I am able to do math assignments.
39	I understand enough so that I can do my own work.
40	I have thought about what success in school means to me.
41	I understand my personal graduation plan (PGP).
42	A person at this school has encouraged me about my options after high school.
43	I think my classes are interesting.
44	I understand how my classes in school are connected to my life outside of school.
45	I understand how my class choices are connected to my future after high school.

Benold Instructional

Legend: Benold, District

Item	Benold	District
Item 35	2.51	2.44
Item 36	2.31	2.29
Item 37	2.15	2.21
Item 38	2.16	2.14
Item 39	2.30	2.27
Item 40	2.34	2.30
Item 41	1.88	1.94
Item 42	1.80	1.76
Item 43	1.92	1.86
Item 44	1.91	1.87
Item 45	2.36	2.34
Average	2.15	2.17
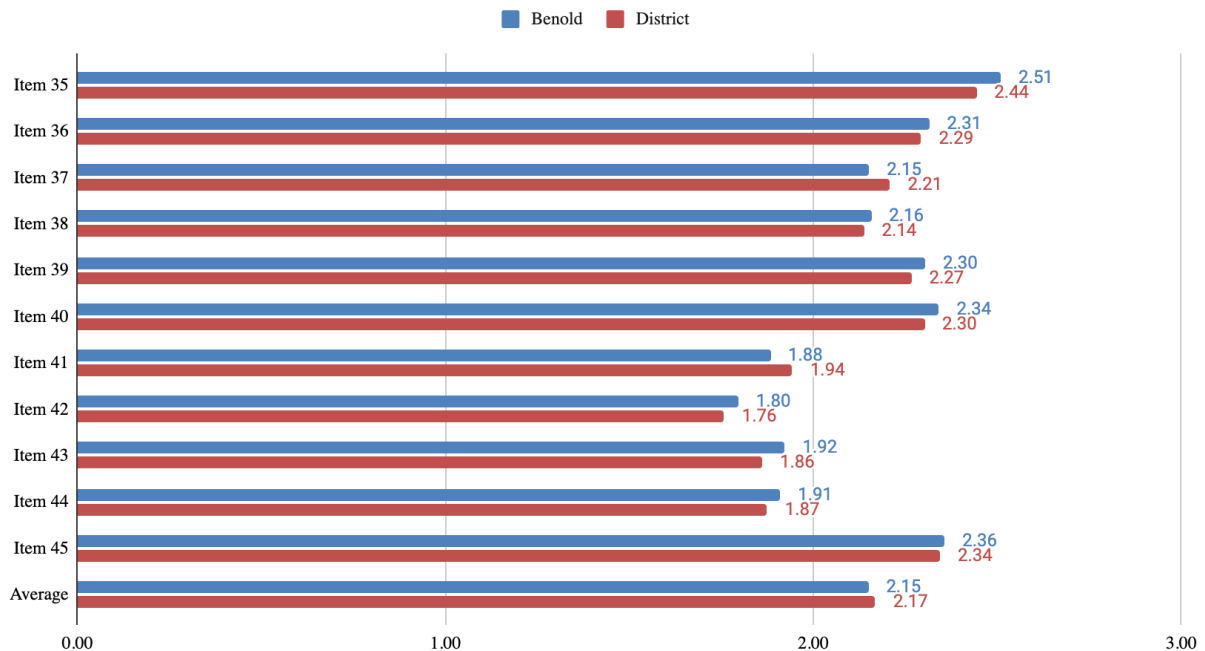
Response 0 = Never
Response 3 = Always

SECTION SIX: POPULATION RESPONSES

Campus Demographic Data			
Males	51.24%	Eco Dis	23.14%
Females	48.76%	American Indian / Alaskan Native	0.55%
SPED	12.26%	Asian	1.52%
504	17.22%	Black / African-American	6.06%
LEP (Emergent Bilingual)	4.82%	Hispanic	28.24%
At Risk	44.21%	Multi-Race (Two or More)	3.86%
Gifted	10.88%	White / Non - Hispanic	59.78%
		Native Hawaiian/Pacific Islander	0.00%

Benold						
	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
District Overall	2.11	2.20	1.95	2.09	1.97	2.13
Benold Overall	2.16	2.25	2.01	2.14	2.04	2.15
Males	2.20	2.18	2.03	2.14	2.10	2.15
Females	2.13	2.31	1.99	2.14	1.99	2.15
SPED	2.10	2.22	1.96	2.09	2.04	2.03
504	2.08	2.17	1.99	2.08	2.00	2.04
LEP	2.15	2.12	1.98	2.09	2.18	2.14
At Risk	2.10	2.18	1.93	2.07	1.98	2.04
Gifted	2.21	2.28	2.17	2.22	2.04	2.33
Eco Dis	2.03	2.08	1.80	1.97	1.96	1.96
American Indian / Alaskan Native	2.63	2.36	2.21	2.40	2.50	2.45
Asian / Pacific Is / Hawaiian	1.90	1.89	1.68	1.82	1.75	2.19
Black / African-American	2.09	2.17	2.02	2.09	2.02	2.14
Hispanic	2.13	2.15	1.89	2.06	2.01	2.02
Multi-Race (Two or More)	2.09	2.23	1.99	2.10	2.01	2.15
White / Non - Hispanic	2.19	2.31	2.07	2.19	2.07	2.21

	Benold Grade Level Breakdown					
	Average Intra	Average Inter	Average Cog	Average SEL	Average Env.	Average Inst.
6	2.12	2.19	2.03	2.11	2.07	2.12
7	2.17	2.30	1.95	2.14	2.04	2.09
8	2.20	2.25	2.04	2.17	2.02	2.24

0 - .6
.61 - 1.2
1.21 - 1.809
1.81 - 2.409
>2.41

SECTION SEVEN: RESOURCES

Learner Profile, SEL, and Student Experiences Survey Resource

Well-Rounded Students

This Pillar Aligns Most Directly With District Goal 1: STUDENT-CENTERED
Develop a future-ready learning experience that reflects student voice, choice and ownership.

Foundational Beliefs of Our School Systems:
Our actions should be student-centered.
It is our responsibility to prepare students for their future.
Developing leaders is vital to our success.
Instruction should be designed based on the needs of the learners.
Community engagement enhances educational experiences.

Key Questions for This Pillar:

	Empowerment	Inclusion & Involvement	Learner Profile Development
	To what extent are learners in every student group **empowered** in school?	To what extent are learners in every student group **welcomed, respected, valued, and involved** in school?	To what extent are learners in every student group **developing learner profile** attributes?
System Response for each Key Question:	We want to be a system with the capacity to provide engaging lessons for our diverse learners that will help them build competencies that empower them to become intrinsically motivated to learn.	We want to be a system with the capacity where students feel empowered to design, generate or create projects or work that connects to their culture as well as share feedback on the cultural relevance of their learning experiences.	We want to be a system with the capacity to assist in all students' development of cultural humility and social emotional competence by exposing them to learner profile attribuites through meaningful learning experiences.
L1	Our culture will be such that student empowerment is highly valued.	Our culture will be such that every student feels seen and heard by educators who express a genuine interest in their lives.	Our culture will be such that developing learner profile attributes is part of every learning experience.
L2	Our system will have the capacity to engage diverse learners in learning experiences that build competence and confidence in their individual skill sets.	Our culture will be such that diverse perspectives and identities are sought after and respected. [1]	Our system will have the capacity to develop shared understanding of how cultural humility and trauma-informed practices relate to students' social-emotional wellbeing and learner profile development.
L3	Our system will have the capacity to empower diverse learners to make their own learning decisions that lead to successful outcomes.	Our culture will be such that the contributions of diverse individuals are so respected that we explore barriers to inclusion and involvement and seek and create solutions.	Our system will have the capacity to continuously grow in cultural humility and social emotional competence.
L4	Our system will have the capacity to empower diverse learners by continuously building and supporting student agency.	Our system will have the capacity to continuously build active student participation in learning activities and eliminate social emotional and physical barriers to that participation.	Our culture will be such that cultural humility, social emotional competence, and learner profile development are part of every learning experience.

Potential Evidence(s) as progress indicator: [2]

Evidence:	Student Perceptual Data (Qualitative and Quantitative)		
Source:	Student Survey Data (Inclusion Survey and SEL Survey)		
Person/Dept Responsible:	Science Department	Social Studies Department and Campus Counselors	
Frequency:	Semi-Annual	Semi-Annual	
Progress Indicator:	Annual	Annual	
Evidence:	Staff Perceptual Data (Qualitative and Quantitative)		
Source:	Staff Survey Data		
Person/Dept Responsible:	Science Department	Social Studies Department	
Frequency:	Annual	Annual	
Progress Indicator:	Winter 2022	Winter 2022	

[1] I'm wondering if this one is first. First, the adults at school have to actively seek out the opportunity to hear students. Just a thought!

[2] If you identify more than 3 evidences (which is okay), just copy and paste a set of green rows below and keep rolling.

Priority	Signal (Year Provided)			Who are you collaborating with?
	Maintain	**Minor Change**	**Major Change**	
Literacy + Numeracy Brandon Jayroe, Staci Whittenton, Michele Patterson		2022 - 2023 - Campus-wide expectations for literacy in all classes		
Learner Profile + Social Emotional Learning Jennifer Lugo, Amanda Smith			2022 - 2023 - Expansion of the Nest - Abandon ISS/Implement Reset Room - Implementation of SEL Lessons during EAGLE Time	Heather Moeller, Heather Stoner
CCMR Sunny Schlaudt			2022 - 2023 - Abandon Clubs on Friday - All Staff Will Support Pathways	Davin Vogler, Bretton Schulz, Amy Beran
CBAS Brandon Jayroe	2022 - 2023			
Learning Org Nathan Boone		2022 - 2023 - Redesign Faculty Meeting		
Personalized Learning Brandon Jayroe, Staci Whittenton			2022 - 2023 - Implement LMS - Local Assessment Analysis	Amy Heil, Jennifer King
Competency Based Ed Brandon Jayroe, Staci Whittenton	2022 - 2023			
CKH Brandon Jayroe, Sunny Schlaudt, Nathan Boone		2022 - 2023 - Traction Plans for Leadership - Process Champions Training		
Designing Engaging Work Staci Whittenton	2022 - 2023			
PLC + MTSS (academic + behavioral) Staci Whittenton, Jason Granger, Cynthia Sokoff, Jessica Bailey, Cody Boling		2022 - 2023 - Implement MTSS in Teaming		
Attendance Brandon Jayroe, Deb Kleen		2022 - 2023 - Attendance Accountability - Campus-wide Competitions		

Benold Pathway Goal

Benold is a learning organization providing personalized learning opportunities for volunteers who pursue mastery of concepts and growth in Learner Profile attributes.

PILLARS

RELATIONSHIPS   FEEDBACK   OWNERSHIP   INNOVATION

STRUCTURE

STUDENT CULTURE

Picture of Success: The Student Culture team provides guidance to students that will prepare them for success now and in the future.

2022 - 2023 Goals & Action Steps:
Goal 1 - Students will gain self knowledge and develop personal responsibility academically and socially by seeking assistance from their EAGLE Time (Engage, Achieve, Grow, Learn, Explore) teacher, checking their assignments, or participating in a small group/peer to peer.

   Action Steps:
   1. Refine and monitor EAGLE Time routines, procedures and expectations - brightly colored ask for assistance daily, peer assistance, small groups.
   2. Campus wide advisory document - who have I checked in with? - Who needs to be brought to MTSS? Who can Ms. Rives meet with?
   3. Partner with NJHS goals of including - 8th graders working with 6th grade classrooms (and maybe some 7th grade classrooms)

Wonderings: How can we help students that don't "want" help?
How can we streamline the passes and make sure students are where they are supposed to be? - working with T& L on this
Instilling self motivation/ownership to get work done. Teachers are trying and cannot get students motivated based on grades.

Goal 2 - Students will obtain knowledge through inquiry and exploration by participating in pathway club opportunities that will foster growth and future success.

   Action Steps:
   1. Support club design during Monday PLC time.
   2. Build partnerships with community members and GHS/BMS Pathways Teachers **** Externship
   3. Partner with the counselors for PGP planning early on in the students MS career.
   4. Coordinate a Future Readiness Fair / Health Fair

Goal 3 - Students will build respectful relationships by communicating and collaborating with peers and staff members throughout their school day (hallways, arrival, lunch, recess, dismissal).

Action Steps:
1. CKH/MTSS/Eagle Essentials - poster boards - ==$180==
2. Student of the month with the learner profile attributes
   August: Build and Model Respectful Relationships
   September: Build and Model Respectful Relationships
   October: Obtains Knowledge through Inquiry and Exploration
   November: Develops Self-Knowledge and Personal Responsibility
   December: Develops Self-Knowledge and Personal Responsibility
   January: Adapts and Perseveres
   February: Adapts and Perseveres
   March: Communicates, Collaborates and Applies Critical Thinking
   April: Obtains Knowledge through Inquiry and Exploration
   May: Creates and Innovates
3. Develop avenues for peer mentoring/staff mentoring
   a. NJHS students will be able to assist 6th grade students that are showing need (with slips of paper or otherwise).
4. Welcome back events - ==$618==
5. Recess Equipment - ==$390==

STAFF CULTURE

Picture of Success: Benold Staff Culture will develop, implement and monitor Campus Commitments.

2022 - 2023 Goals & Action Steps:

Goal 1 - Connecting Staff to the campus, vision, commitments - Identify what the staff of Benold should be committed to in order to live out our vision on a daily basis. Be aware of campus morale in order to make informed decisions to support staff members.
Action Steps:
- Develop Campus commitments based on beliefs, customs and values.
- Develop Social Contract
- Develop and adjust staff communication means throughout the year.
  - Faculty Meeting, News Letter, Announcements, etc.
- Be aware of staff morale through a Morale Check. Do

Goal 2 - Love where you live - Through different events during the year, staff members will be able to join in fellowship with those from different parts of the campus.
Action steps:
- Develop a structure that allows people to pick and choose events that would speak to them.
  - Bingo Board

- Develop a process in which staff members can sponsor events such as a hike on Saturday morning at a park.
- Develop ways to highlight the positives that staff are doing on campus.

HEALTH & WELLNESS

Picture of Success: Through intentional advocacy efforts, the Benold Middle School Health and Wellness Team focuses their efforts in promoting *personalized learning opportunities* and resources that support the physical, social, and emotional well-being of our school community. With the goal of **whole-person centered growth**, students and staff will feel safe, supported, valued, and successful.

2022 - 2023 Goals and Action Steps:

Goal 1 - #BErelational SEL Academy C2Y3: Social Emotional Learning (SEL) is the process of supporting the Learner Profile within a safe and caring learning environment. SEL develops our capacity for compassionate empathy, self-management, social and cultural humility, and responsible decision making. We will continue our participation in the SEL Academy as we enter year 3 of implementation.

> **SEL Goals :** Over the course of the 22-23 school year, Benold seeks to increase student application of coping skills while they are in the red/blue of the Mood Meter (Intrapersonal). Additionally, Benold seeks to increase students' perception of being cared for by peers and ability to work cooperatively in groups at school (Interpersonal).

> **Action Steps**:
> 1. Conduct annual SES and reach an 90% response rate for students in March
> 2. Establish team roles and consider strategic integration of learner profile
> 3. Send staff surveys, collect data, review data, and design systems of support where needed
> 4. Collaborate and consult with district SEL Specialist; Heather Moeller
> 5. Attend SEL focused trainings throughout the school year
> 6. Implementation of SEL lessons

Goal 2 - #BEwell Healthy School Choices: The Health & Wellness Team will promote and support overall wellness and healthy lifestyle choices through various campus events and fun challenges for staff and students.
> **Action Steps**:
> 1. Collaborating with the Staff Culture team to organize fun, engaging, and relevant events for staff.
>   - Examples of activities may include: Step Tracking Contest, healthy recipe book
> 2. Partner with the Student Culture team to organize student friendly activities/challenges that are fun, engaging, and promote healthy lifestyle habits.
> 3. Restorative Circles
> 4. Reset Room

Goal 3 - #BEcalm Stress Management: Provide strategies and resources to staff and students to help reduce stress and anxiety.

> **Action Steps**:

1. Counselors will directly teach mindfulness practices during guidance lessons
2. The Health & Wellness Team will create opportunities for staff to participate in mindfulness activities (Headspace, Yoga, Adult Coloring, etc...)

TEACHING & LEARNING

Picture of Success: The Teaching and Learning Team will provide support, resources, and opportunities for collaboration, so that all teachers will feel empowered to provide quality learning experiences for all students.

2022 - 2023 Goals and Action Steps:

Goal 1 - Create a campus wide culture of literacy.

    Action Steps:
1. Through professional learning on the use of word walls, anchor charts, classroom libraries (both general and unit specific), the TL team will empower teachers to establish environments of literacy in each classroom.
2. All teachers will regularly incorporate authentic and appropriate reading opportunities within the learning cycle. TL will provide professional support on how to implement reading instruction that is content specific in addition to providing needed resources.
3. All teachers will regularly incorporate authentic and appropriate writing opportunities within the learning cycle. TL will provide professional support on various strategies teachers can use.

Goal 2 - Our PLCs will be guided by the 4 questions to continue developing into an intentional, productive, and collaborative time for teachers.

    Action Steps:
1. Content teachers will meet weekly in the PLC room to establish then review norms for collaborating and reviewing data. Designing Engaging Work and Friendly Friends Protocol will be part of the norms.
2. Grade level teachers will meet weekly to discuss individual student needs, design cross curricular activities, and determine how different contents can support each other.
3. TL Team will create a tool that includes best PLC practices (SIG, Benold Beacon) for each PLC member to regularly reflect on their collaborative time and use it to identify potential improvement areas and where coaching support is needed.

Goal 3 - By using best practices, teachers will focus on making RtI Tier 1 learning more effective to reduce the amount of students who are in need of Tier 2. This will in turn allow for Tier 2 instruction to be more personalized.

    Action Steps:
1. Teachers will collaborate with their teaching partner to design an engaging unit cycle as described in the RtI in Action summer course.
2. Teachers will need to remain flexible in their unit cycles to allow for reteach (Tier 2) and extension times.

Features of Behavior/Counselors Support

Emergent Tree	Benold MS-Behavior	Benold MS-Counselors
ACKNOWLEDGMENTS		
Provide specific feedback on the display of core values. Tools and strategies help staff maintain a daily 3:1 ratio of acknowledgment to corrections with students.	- Student Shout Outs through announcements and student of the month - Awards - Affirmation based on Social Contract (Core Values)	- Student Shout Outs - Affirmations - Counselor check-ins (teacher referred)
CORRECTIONS		
Address behaviors that violate core values. Strategies focus on reteaching replacement behaviors and provide ways to restore and reintegrate students back to the school community.	- Social contract - The Nest - The Reset room - Guidance lessons - Eagles Essentials - Referrals - Parent conferences - AP conferences	- The NEST - Reset Room - Guidance Lessons - Parent Conferences - MTSS Meetings - Check-in with counselor (admin referred) - Check-in with counselor (student initiated)
SYSTEM SUPPORTS		
Procedures to support both initial implementation and long term maintenance. These procedures include team-based planning, revision, data-based decisions, communication, training, and documentation.	- Beginning of the year training for new teachers - PICs based on academic data - MTSS based on behavior and academics - CKH - Campus leadership huddle - Discipline reviews - Teachers observations - Agendas: MTSS, PLCs, disciple reviews	- BOY trainings on mood meter with staff and students - BOY trainings on The Nest vs Reset Room - MTSS - CKH - Campus Leadership Huddle - Small groups - SBT referral - Pre/Post Surveys from Guidance Lessons - Learner Profile Survey - Counseling visits
SKILL BUILDING		
Social, emotional, and behavioral skills necessary for student success are identified and established as core	- Guidance lessons - Mood meter - CKH: Creation of social	- Guidance Lessons - Small Groups - CKH Social Contracts

values. Planned, direct instruction is provided to ensure mastery and generalization of skills. All other system components connect back to these core values and skills.	contracts ● Eagle Essentials ● Learner Profile ● Reset room ● The Nest ● Counselor visits ● Pep rallies ● Digital Citizenship ● Drug Awareness sessions (Red Ribbon week)	● Learner Profile Survey (SES) ● Reset Room ● The Nest ● Counselor check-ins ● Counselor Visits ● SBT Referral

CONNECTIONS

Intentional activities develop positive relationships in the school environment. Connection strategies ensure students engage in positive interactions with staff on a daily basis.	● CKH ● Beginning of the year training for new teachers ● Reset room ● Adult presence in hallways during passing periods (before/after school) ● Parent calls for positive communication ● Students shout outs ● Pathways/Clubs ● Counselor requests ● Pep rallies ● Digital Citizenship ● Drug Awareness sessions ● Spirit week	● Student Essentials Guidance Lesson at BOY ● Counselor Check-ins ● Counselor collaboration in MTSS ● Lunch Duty ● Small Groups

DATA INFORMED

Procedures to collect, analyze, and review data to ensure school culture and safety goals are met. Universal screening, progress monitoring, and fidelity assessments guide decisions to meet school wide, classroom, and individual needs.	● Student incident reports ● Referrals ● Discipline reviews ● MTSS ● Campus leadership huddle ● PLCs ● Walkthroughts ● Classroom Observations ● Teachers observations ● SRO on campus	● The Nest usage ● Counselor visits ● Pre/Post Surveys from classroom guidance ● Learner Profile Survey ● CKH survey ● SBT referrals ● Mental Health Threat Log ● Campus leadership huddle ● MTSS

Position	Name	How Much	Who Pays
Science Department Chair	Michelle Champion	$1,000	District
History Department Chair	Krystal Rackley	$1,000	District
Reading Language Arts Department Chair	Chelsey Cabarrubias	$1,000	District
Math Department Chair	Sydney Patrick	$1,000	District
Special Education Department Chair	Nick Chambley	$1,000	Campus
Fine Arts Department Chair	Zach Cheatham	$1,000	$500 District, $500 Campus
Girls' Athletic Coordinator	Elizabeth Graham	$2,000	District
Boys' Athletic Coordinator	James Hammack	$2,000	District
Athletics Facilities Manager	James Hammack	$2,000	District
Campus Energy Coordinator	John Crutchfield	$500	District
MS Drill Team Sponsor	Krystal Rackley	$1,000	District
National Junior Honor Society Sponsor	Grant Cain	$300	District
Seaperch Sponsor	Vacant	$1,000	District
Student Council Sponsor	Priscilla Caldwell	$1,000	District
Yearbook	Vacant	$1,000	Campus
Social Media			Campus
6th Grade MTSS Lead Teacher		$1,000	Campus
7th Grade MTSS Lead Teacher		$1,000	Campus
8th Grade MTSS Lead Teacher	Jessica Bailey	$1,000	Campus
Health & Wellness Action Team Facilitator	Jason Granger	$1,000	Campus
Teaching & Learning Action Team Facilitator	Ashlyn Taylor	$1,000	Campus
Student Culture Action Team Facilitator	Grant Cain	$1,000	Campus
Staff Culture Action Team Facilitator	Jessica Simpson	$1,000	Campus
Health & Wellness Action Team Member (6)		$3,000 ($500 each)	Campus
1	Becky Cansler		
2	Ed Feldman		
3	Olin Meadows		
4	Erica Acuna		
5	Priscilla Caldwell		
6	Lauren Sikes		

Teaching & Learning Action Team Member (6)		$3,000 ($500 each)	Campus
1	Amy Draeger		
2	Robin Morales		
3	Maddie Harrop		
4	Kristina Leach		
5			
6			
Student Culture Action Team Member (6)		$3,000 ($500 each)	Campus
1	Cody Boling		
2	Katie Dane		
3	Brianna Timourian		
4			
5			
6			
7			
Staff Culture Action Team Member (6)		$3,000 ($500 each)	Campus
1	Ashlen LaCanne		
2	Michelle Champion		
3	Jessica Bailey		
4	Christina Gonzalez		
5	Dina Urban		
6	Kris Kosted		

2023

District Snapshot

VISION MISSION

Our Story...

In Georgetown ISD, our **vision** is to be the home of the most inspired students, served by the most empowered leaders. As the second-fastest growing school district in the Austin metro area, we believe public education is the foundation of our evolving community, and we strive to provide unique learning opportunities that meet the diverse needs of every learner, no matter the circumstances.

At GISD, our **mission** is to inspire and empower every learner to...

Lead. Grow. Serve.

GEORGETOWN INDEPENDENT SCHOOL DISTRICT

13,155
student enrollment
at 10 ES, 4 MS, 3 HS,
2 ALT Campuses

1,904
GISD
staff members

3,200
college credit
hours completed
equivalent to $1.2 million
in tuition saved at a
four-year college

26
Advanced
Placement (AP)
courses offered

3 new
facilities
to open in 2024
as part of the 2021 Bond
approved by voters

$500k
awarded by the
GISD Education
Foundation
since 2015

16
Industry-based
certifications
885 earned in 2021-22

$1.213
tax rate:
$0.8846(M&O)
$0.3290 (I&S)

B
2022 Texas
Accountability
Rating

GEORGETOWN
G
INDEPENDENT SCHOOL DISTRICT

96%
graduation rate
compared to 90.3%
state average

Financial Ratings:

AA
Standard & Poor's

Aa1
Moody's Investor

Every student in GISD benefits from personalized learning experiences where students are encouraged to find and develop their passions to become future ready. From robust STEM programs starting in kindergarten to innovative career and technical programs including aerospace engineering, cosmetology and culinary arts, we have programs for every learner.

SCAN ME

MORE

Eagle Road Map

C.K.H. FOUNDATION/STRATEGIES
-Personal Relationships - Knowing students/their interests
Greetings - Affirmations - Good Things - Positive
Social Contract - Reference Social Contract - FOUR
QUESTIONS
Nest/Reset Room, Counselor visit
End of Day: Rating Social Contract and LAUNCH

When RESET is the route:

-Call 5090 for support and communicate you have a student that could use the RESET room.
-Rives does a RESTORATIVE circle with the student or students
-The student will work his/her way back to the classroom. (Rives will decide when this is)
-No referral, no admin.
-Communication from Mrs. Rives.

When a REFERRAL is the route:
-Call for an administrator @ 5090
-Write a referral as soon as you can (referral must include CKH strategies tried)
-Contact guardian
-No Reset - has already had a reset for the behavior, extreme/ persistent disrespect or inappropriate interaction/ language
- Student will not return to class referred from
-Admin Processes - within 24 hrs
-Communication to teacher and/or staff what came from it.
-Opportunity for restorative Circle with student and teacher.

AUTOMATIC REFERRALS:
-Gang Related Behavior
-Assault
-Drugs, tobacco, alcohol
-Possession of inappropriate item
-Threats
-Abusive/obscene use of technology, language, or gestures
-Fighting
-Aggressive & disrespectful behavior toward another

Weekday	Day of Week % Average	Date	Daily % Present	No School
Thursday	95.97741935	8/18/22	100	First Day of School
Friday	94.074	8/19/22	98.92	
		8/20/22		
		8/21/22		
Monday	94.83678571	8/22/22	98.63	
Tuesday	95.84333333	8/23/22	98.18	
Wednesday	95.696	8/24/22	97.28	
Thursday	95.97741935	8/25/22	97.13	
Friday	94.074	8/26/22	96.37	
		8/27/22		
		8/28/22		
Monday	94.83678571	8/29/22	94.86	
Tuesday	95.84333333	8/30/22	96.22	
Wednesday	95.696	8/31/22	96.37	
Thursday	95.97741935	9/1/22	95.77	
Friday	94.074	9/2/22	93.96	
		9/3/22		
		9/4/22		
Monday		9/5/22		Labor Day
Tuesday	95.84333333	9/6/22	95.16	
Wednesday	95.696	9/7/22	95.76	
Thursday	95.97741935	9/8/22	96.21	
Friday	94.074	9/9/22	95.76	
		9/10/22		
		9/11/22		
Monday	94.83678571	9/12/22	95.61	
Tuesday	95.84333333	9/13/22	96.52	
Wednesday	95.696	9/14/22	97.58	
Thursday	95.97741935	9/15/22	97.27	
Friday	94.074	9/16/22	96.36	
		9/17/22		
		9/18/22		
Monday		9/19/22		Professional Learning
Tuesday	95.84333333	9/20/22	96.66	
Wednesday	95.696	9/21/22	96.81	
Thursday	95.97741935	9/22/22	96.66	

22-23 Attendance Rate
95.1608982

Low-Attendance Day Waivers

Our district may apply for a waiver to have the day excluded from ADA funding calculations when school was held but attendance was at least 10 percentage points below the overall average attendance rate for our district or your campus for the prior year. The waiver can only be submitted because of inclement weather-related or health or safety issues.

Below are the 2021-2022 attendance rates for our district and all campuses and the low attendance rate for a waiver.

Year	GISD	GHS	Richarte	GAP	EVHS	JJAEP	Wilco	CORE
2021-22	90.80%	89.80%	79.29%	74.21%	88.31%	83.81%	100.00%	100.00%
WAIVER	80.80%	79.80%	69.29%	64.21%	78.31%	73.81%	90%	90%

Year	Benold	Tippit	Forbes	Wagner
2021-22	92.26%	91.36%	92.01%	91.60%
WAIVER	82.26%	81.36%	82.01%	91.60%

Year	Purl	Carver	Frost	Cooper	Wolf Ranch	McCoy	Village	Ford	Mitchell	Williams
2021-22	91.03%	92.88%	91.47%	90.58%	90.99%	92.91%	92.30%	93.89%	91.29%	90.51%
WAIVER	81.03%	82.88%	81.47%	80.58%	80.99%	82.91%	82.30%	83.89%	81.29%	80.51%

Weekday	Day of Week % Average	Date	Daily % Present	No School
Friday	94.074	9/23/22	96.66	
		9/24/22		
		9/25/22		
Monday	94.83678571	9/26/22	95.92	
Tuesday	95.84333333	9/27/22	96.98	
Wednesday	95.696	9/28/22	97.43	
Thursday	95.97741935	9/29/22	96.98	
Friday	94.074	9/30/22	96.23	
		10/1/22		
		10/2/22		
Monday	94.83678571	10/3/22	96.69	
Tuesday	95.84333333	10/4/22	97.29	
Wednesday	95.696	10/5/22	96.83	
Thursday	95.97741935	10/6/22	95.02	
Friday		10/7/22		Fall Break Holiday
		10/8/22		
		10/9/22		
Monday		10/10/22		Fall Break Holiday
Tuesday	95.84333333	10/11/22	88.65	
Wednesday	95.696	10/12/22	88.69	
Thursday	95.97741935	10/13/22	92.32	
Friday	94.074	10/14/22	91.87	
		10/15/22		
		10/16/22		
Monday	94.83678571	10/17/22	92.78	
Tuesday	95.84333333	10/18/22	93.37	
Wednesday	95.696	10/19/22	93.37	
Thursday	95.97741935	10/20/22	93.52	
Friday	94.074	10/21/22	90.81	
		10/22/22		
		10/23/22		
Monday	94.83678571	10/24/22	93.07	
Tuesday	95.84333333	10/25/22	94.28	
Wednesday	95.696	10/26/22	93.83	
Thursday	95.97741935	10/27/22	95.93	
Friday	94.074	10/28/22	92.92	

Weekday	Day of Week % Average	Date	Daily % Present	No School
		10/29/22		
		10/30/22		
Monday		10/31/22		Student Holiday
Tuesday	95.84333333	11/1/22	92.17	
Wednesday	95.696	11/2/22	93.98	
Thursday	95.97741935	11/3/22	94.88	
Friday	94.074	11/4/22	92.62	
		11/5/22		
		11/6/22		
Monday	94.83678571	11/7/22	94.55	
Tuesday	95.84333333	11/8/22	96.82	
Wednesday	95.696	11/9/22	96.07	
Thursday	95.97741935	11/10/22	96.52	
Friday	94.074	11/11/22	94.55	
		11/12/22		
		11/13/22		
Monday	94.83678571	11/14/22	96.05	
Tuesday	95.84333333	11/15/22	95.14	
Wednesday	95.696	11/16/22	95.9	
Thursday	95.97741935	11/17/22	95.75	
Friday	94.074	11/18/22	91.35	
		11/19/22		
		11/20/22		
		11/21/22		Thanksgiving
		11/22/22		Thanksgiving
		11/23/22		Thanksgiving
		11/24/22		Thanksgiving
		11/25/22		Thanksgiving
		11/26/22		
		11/27/22		
Monday	94.83678571	11/28/22	94.07	
Tuesday	95.84333333	11/29/22	95.76	
Wednesday	95.696	11/30/22	96.52	
Thursday	95.97741935	12/1/22	96.67	
Friday	94.074	12/2/22	94.39	
		12/3/22		

Weekday	Day of Week % Average	Date	Daily % Present	No School
		12/4/22		
Monday	94.83678571	12/5/22	91.97	
Tuesday	95.84333333	12/6/22	93.94	
Wednesday	95.696	12/7/22	93.48	
Thursday	95.97741935	12/8/22	94.7	
Friday	94.074	12/9/22	92.12	
		12/10/22		
		12/11/22		
Monday	94.83678571	12/12/22	94.7	
Tuesday	95.84333333	12/13/22	96.06	
Wednesday	95.696	12/14/22	96.21	
Thursday	95.97741935	12/15/22	94.55	
Friday	94.074	12/16/22	85.76	Early Dismissal
		12/17/22		
		12/18/22		
		12/19/22		Christmas Holiday
		12/20/22		Christmas Holiday
		12/21/22		Christmas Holiday
		12/22/22		Christmas Holiday
		12/23/22		Christmas Holiday
		12/24/22		Christmas Holiday
		12/25/22		Christmas Holiday
		12/26/22		Christmas Holiday
		12/27/22		Christmas Holiday
		12/28/22		Christmas Holiday
		12/29/22		Christmas Holiday
		12/30/22		Christmas Holiday
		12/31/22		
		1/1/23		
Monday		1/2/23		Student Holiday
Tuesday		1/3/23		Student Holiday
Wednesday	95.696	1/4/23	93.09	
Thursday	95.97741935	1/5/23	94.59	
Friday	94.074	1/6/23	93.99	
		1/7/23		
		1/8/23		

Weekday	Day of Week % Average	Date	Daily % Present	No School
Monday	94.83678571	1/9/23	95.8	
Tuesday	95.84333333	1/10/23	97.15	
Wednesday	95.696	1/11/23	96.7	
Thursday	95.97741935	1/12/23	95.95	
Friday	94.074	1/13/23	95.05	
		1/14/23		
		1/15/23		
Monday		1/16/23		GISD Holiday
Tuesday	95.84333333	1/17/23	96.24	
Wednesday	95.696	1/18/23	95.94	
Thursday	95.97741935	1/19/23	96.69	
Friday	94.074	1/20/23	94.29	
		1/21/23		
		1/22/23		
Monday	94.83678571	1/23/23	93.08	
Tuesday	95.84333333	1/24/23	93.53	
Wednesday	95.696	1/25/23	95.19	
Thursday	95.97741935	1/26/23	94.89	
Friday	94.074	1/27/23	95.49	
		1/28/23		
		1/29/23		
Monday	94.83678571	1/30/23	95.06	
Tuesday	95.84333333	1/31/23		Bad Weather
Wednesday	95.696	2/1/23		Bad Weather
Thursday	95.97741935	2/2/23		Bad Weather
Friday	94.074	2/3/23	88.64	Delayed Start
		2/4/23		
		2/5/23		
Monday	94.83678571	2/6/23	95.81	
Tuesday	95.84333333	2/7/23	97.16	
Wednesday	95.696	2/8/23	96.86	
Thursday	95.97741935	2/9/23	97.16	
Friday	94.074	2/10/23	96.26	
		2/11/23		
		2/12/23		
Monday	94.83678571	2/13/23	95.66	

Weekday	Day of Week % Average	Date	Daily % Present	No School
Tuesday	95.84333333	2/14/23	96.41	
Wednesday	95.696	2/15/23	96.71	
Thursday	95.97741935	2/16/23	97.46	
Friday	94.074	2/17/23	93.12	
		2/18/23		
		2/19/23		
Monday		2/20/23		Student Holiday
Tuesday		2/21/23		Student Holiday
Wednesday	95.696	2/22/23	93.7	
Thursday	95.97741935	2/23/23	94.76	
Friday	94.074	2/24/23	94.16	
		2/25/23		
		2/26/23		
Monday	94.83678571	2/27/23	94.75	
Tuesday	95.84333333	2/28/23	96.26	
Wednesday	95.696	3/1/23	95.96	
Thursday	95.97741935	3/2/23	95.51	
Friday	94.074	3/3/23	93.27	
		3/4/23		
		3/5/23		
Monday	94.83678571	3/6/23	94.61	
Tuesday	95.84333333	3/7/23	97.6	
Wednesday	95.696	3/8/23	97.01	
Thursday	95.97741935	3/9/23	96.11	
Friday	94.074	3/10/23	92.37	
		3/11/23		
		3/12/23		
		3/13/23		Spring Break
		3/14/23		Spring Break
		3/15/23		Spring Break
		3/16/23		Spring Break
		3/17/23		Spring Break
		3/18/23		
		3/19/23		
Monday	94.83678571	3/20/23	93.55	
Tuesday	95.84333333	3/21/23	95.8	

Weekday	Day of Week % Average	Date	Daily % Present	No School
Wednesday	95.696	3/22/23	95.65	
Thursday	95.97741935	3/23/23	96.11	
Friday	94.074	3/24/23	95.22	
		3/25/23		
		3/26/23		
Monday	94.83678571	3/27/23	95.22	
Tuesday	95.84333333	3/28/23	95.81	
Wednesday	95.696	3/29/23	96.25	
Thursday	95.97741935	3/30/23	95.94	
Friday	94.074	3/31/23	94.59	
		4/1/23		
		4/2/23		
Monday	94.83678571	4/3/23	94.14	
Tuesday	95.84333333	4/4/23	95.8	
Wednesday	95.696	4/5/23	94.74	
Thursday	95.97741935	4/6/23	96.09	
Friday		4/7/23		Staff Comp Day
		4/8/23		
		4/9/23		
Monday		4/10/23		GISD Holiday
Tuesday	95.84333333	4/11/23	96.99	
Wednesday	95.696	4/12/23	96.99	
Thursday	95.97741935	4/13/23	95.64	
Friday	94.074	4/14/23	92.93	
		4/15/23		
		4/16/23		
Monday	94.83678571	4/17/23	94.59	
Tuesday	95.84333333	4/18/23	95.94	
Wednesday	95.696	4/19/23	96.99	
Thursday	95.97741935	4/20/23	96.39	
Friday	94.074	4/21/23	92.63	
		4/22/23		
		4/23/23		
Monday	94.83678571	4/24/23	96.09	
Tuesday	95.84333333	4/25/23	97.44	
Wednesday	95.696	4/26/23	96.99	

Weekday	Day of Week % Average	Date	Daily % Present	No School
Thursday	95.97741935	4/27/23	96.99	
Friday	94.074	4/28/23	93.22	
		4/29/23		
		4/30/23		
Monday	94.83678571	5/1/23	93.67	
Tuesday	95.84333333	5/2/23	96.08	
Wednesday	95.696	5/3/23	96.08	
Thursday	95.97741935	5/4/23	95.18	
Friday	94.074	5/5/23	94.88	
		5/6/23		
		5/7/23		
Monday	94.83678571	5/8/23	94.13	
Tuesday	95.84333333	5/9/23	97.74	
Wednesday	95.696	5/10/23	97.14	
Thursday	95.97741935	5/11/23	96.54	
Friday	94.074	5/12/23	95.04	
		5/13/23		
		5/14/23		
Monday	94.83678571	5/15/23	93.83	
Tuesday	95.84333333	5/16/23	96.54	
Wednesday	95.696	5/17/23	96.23	
Thursday	95.95636364	5/18/23	96.54	
Friday	93.9815625	5/19/23	95.33	
		5/20/23		
		5/21/23		
Monday	94.83678571	5/22/23	96.54	
Tuesday	95.84333333	5/23/23	97.14	
Wednesday	95.696	5/24/23	95.03	
Thursday	95.82472222	5/25/23	92.77	
Friday	93.53314286	5/26/23	81.93	Last Day of School Below % 8th Grade Ceremony & Early Release ADA Won't Count for a 1/2 day
The Year	95.1608982			

(Benold) GISD Strategic Direction Change Decision Chart

	Priority Objective	Change Decision (check one)				
		Maintain Direction	Minor Change	Major Change (2-3 & please explain)	Change engine?	If major change, who are you collaborating with?
Student Learning, Growth, & Progress	In GISD, instruction, assessment, and intervention are aligned.			1. Essential Intervening Standards in PLC with Content Partner 2. Common Assessment Creation Prior to Unit Implementation 3. Utilize EAGLE Time to provide intervention for Essential Intervening Standards	Yes	GISD Curriculum Team and Ca
	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.	x			No	
	GISD students are prepared for postsecondary education and the workforce.*	X				
	GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes.	X			No	
Student & Staff Wellness	GISD students are treated with respect and are respectful to each other and to adults.	X				
	GISD employees find meaning and value in their work.	X				
	Students feel GISD schools and classrooms are physically and psychologically safe.	X				
Staff Recruitment & Retention	Georgetown ISD provides competitive compensation and benefits to employees.**	███████████████████████				
	Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.		x			
Community & Connectivity	GISD is transparent with reporting progress and providing access to information.	X				
	GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.	X				
	Parents and community members feel welcome and invited in GISD schools.	X				

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

How to use this document [Click HERE](#)			
Priority Area	Student Learning, Growth and Progress		
Priority **Objective Desired State** (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	At Benold Middle School instruction, assessment and intervention are aligned.		

2023-2024 Q1:
(Aug – Oct)

Evidence: What will you see and/or observe and how will you gather the evidence? **Evidence Thinking Guide**		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		
Essential Standards Designation	**Teacher PLC's**	Essential Interventing Standards are identified prior to the unit being engaged with students.	Allocate time and space for teacher partners to determine which standards are essential. Facilitate learning around highly essential standards.
Summative Assessments	**Teacher PLC's**	We are working with content partner to create common assessments.	Learning around common assessment creation.
Systemic Interventions	**Prevention Work Through Eagle Time**	We have a systemic tier 2 intervention system (EAGLE Time). We will begin using common assessments to determine who needs targeted support and create targeted support around essential intervening standards.	Learning around prevention/extension strategies (Tier 1) identified in "Taking Action." Implementing prevention strategies within the regular classroom. EAGLE Time interventions (Tier 2) based on essential Interventing standard remediation need.

2023-2024 Q2:
(Nov – Jan)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q3:
(Feb – April)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		