Georgetown Independent School District

Benold Middle School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

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)

	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 elementaries

2. Smaller campus population than in years prior

3. 6th grade cohort is the smallest of all three grades

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.

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/

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.

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.

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

Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Benold will engage in Year 2 of piloting a CBAS plan focusing on the pillars of Student Learning and Progress and Well-Rounded Students.	Formative			Summative
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increased Capacity to Assessing, Monitoring and Generating Learning Opportunities for GISD Beliefs and Values Such as Mastery of Content, Growth in 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 - **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 - 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 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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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 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. 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: 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	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**

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

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

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: 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**
	Dec	Mar	May	Aug
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:** Sunny Schlaudt, Terri Henry **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 2 Details	Reviews			
Strategy 2: 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**
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increased Agency in Learning Pathways for the Entire Community **Staff Responsible for Monitoring:** Amanda Smith, Jennifer Lugo, Terri Henry **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 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: Benold will implement and sustain systems to support weekly pathway learning (Pathway Fridays) in which Benold staff will partner with GHS staff to prepare introductory learning experiences for each high school pathway with students choosing and experiencing three different pathways per year from grades 6th - 8th.	Formative			Summative
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Agency in Pathways; Increased High School Success **Staff Responsible for Monitoring:** Sunny Schlaudt **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 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				

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

Performance Objective 3 Problem Statements:

Demographics
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School Processes & Programs
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 8th grade.

Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: 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**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy
    Staff Responsible for Monitoring: Sydney Patrick, 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 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 2 Details	Reviews			
Strategy 2: 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**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Campus-Wide Numeracy
    Staff Responsible for Monitoring: Sydney Patrick, 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 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 3 Details	Reviews			
Strategy 3: 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. **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	Formative			Summative
	Dec	Mar	May	Aug

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

Performance Objective 4 Problem Statements:

Demographics
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School Processes & Programs
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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.

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

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.

Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
Strategy 1: RLA Goal #1 - Reading: supporting literacy growth though reading conferencing, status checks, and/or student goal setting.	**Formative**			**Summative**
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increased campus-wide literacy; Increased Agency in Literacy **Staff Responsible for Monitoring:** Michele Patterson, 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 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 2 Details	Reviews			
Strategy 2: RLA Goal #2 - Writing: supporting growth through short answer questions, ACE, and/or sustained written responses.	**Formative**			**Summative**
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Increased Campus-Wide Literacy; Increased Agency in Writing **Staff Responsible for Monitoring:** Michele Patterson, 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 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: 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. **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	Formative			Summative
	Dec	Mar	May	Aug

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

Performance Objective 5 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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School Processes & Programs
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Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

    Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Art Goal #1 - Guiding Students to be able to express themselves through their drawing	**Formative**			**Summative**
Upper level: Classroom Management in 8th period focusing on the use of Capturing Kids' Hearts norms and restorative practices. Lower level: Creating engaging lessons for all learners	**Dec**	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning
    Staff Responsible for Monitoring: Brianna Timourian, Christina Gonzalez, Sunny Schlaudt
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3
    Funding Sources: - 199 General Fund, SCE				

Strategy 2 Details	Reviews			
Strategy 2: Theatre Goal #1 - Showing Students how to break those boundaries that limit them to be The character in a Drama	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Olin Meadows, Sunny Schlaudt
 	
    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
    Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 3 Details		Reviews			
Strategy 3: Choir Goal #1 - Students to know how to identify their type of voice in the gamma of options they have for them to be effectively		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Bryan Pulver, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund		**Dec**	**Mar**	**May**	**Aug**

Strategy 4 Details		Reviews			
Strategy 4: Orchestra Goal #1 - To work as a team!		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Katie Dane, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund		**Dec**	**Mar**	**May**	**Aug**

Strategy 5 Details		Reviews			
Strategy 5: 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**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Kristina Leach, Zach Cheatham, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund		**Dec**	**Mar**	**May**	**Aug**

Strategy 6 Details		Reviews			
Strategy 6: Band Goal #2 - (Student Based) To increase success in understanding and applying the concept of "Key Signature" with all advanced band members.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Kristina Leach, Zach Cheatham, Sunny Schlaudt
 	
    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
    Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund					

Strategy 7 Details		Reviews			
Strategy 7: Teen Leadership Goal #1 - To guide students to place their goals in their lives in priority levels		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Jonathon Blissit, Sunny Schlaudt
 	
    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					

Strategy 8 Details		Reviews			
Strategy 8: Health Goal #1 - To value themselves and how to take care of themselves as well		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Jonathon Blissit, Sunny Schlaudt
 	
    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					

Strategy 9 Details		Reviews			
Strategy 9: 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		**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Terri Henry, Sunny Schlaudt **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 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE					

Strategy 10 Details		Reviews			
Strategy 10: 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		**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Terri Henry, Sunny Schlaudt **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 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 11 Details		Reviews			
Strategy 11: Media Publications Goal #1 - Media 1 to become more intentional with lesson planning and activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning		**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Lindsey Smith, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE					

Strategy 12 Details	Reviews			
Strategy 12: Media Publications Goal #2 - Media 2 to become more organized and to give students more responsibility with yearbook and announcements.	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning

Staff Responsible for Monitoring: Lindsey Smith, Sunny Schlaudt

TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Funding Sources: - 199 General Fund, SCE

Strategy 13 Details	Reviews			
Strategy 13: 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
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning

Staff Responsible for Monitoring: Jason Granger, Matthew Allensworth, Sunny Schlaudt

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 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 14 Details	Reviews			
Strategy 14: 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**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Jason Granger, Matthew Allensworth, Sunny Schlaudt **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 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 15 Details	Reviews			
Strategy 15: 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**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Alan Medina, Sunny Schlaudt **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 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: 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**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Alan Medina, Sunny Schlaudt
 	
    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 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2, 3
    Funding Sources: - 199 General Fund, SCE					

Strategy 17 Details		Reviews			
Strategy 17: PE Goal #1 - Students will be engaged in activities and be willing to try new things.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: George Hauser, Elizabeth Graham, Nathan Boone
 	
    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
    Funding Sources: - 199 General Fund, SCE					

Strategy 18 Details		Reviews			
Strategy 18: Athletics - Goal 1 - Use grade checks and student athlete individual meetings to focus on improved student achievement.		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: James Hammack, Elizabeth Graham, Nathan Boone
 	
    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
    Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund					

Strategy 19 Details	Reviews			

Strategy 19: 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.
    Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: James Hammack, Elizabeth Graham, Nathan Boone
 	
    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
    Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund
	Formative			**Summative**

	Dec	**Mar**	**May**	**Aug**

Strategy 20 Details	Reviews			

Strategy 20: Special Education - Goal #1 - We will use open communication to give and receive support where needed seeking clarity as a team and individually.
    Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Ashlyn Taylor, Nathan Boone
 	
    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 3
    Funding Sources: - 199 General Fund, SCE
	Formative			**Summative**

	Dec	**Mar**	**May**	**Aug**

Strategy 21 Details	Reviews			

Strategy 21: Special Education - Goal #2 - We will encourage students to self advocate to support their own learning through questioning, ownership, and responsibility.
    Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning
    Staff Responsible for Monitoring: Ashlyn Taylor, Nathan Boone
 	
    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 3
    Funding Sources: - 199 General Fund, SCE
	Formative			**Summative**

	Dec	**Mar**	**May**	**Aug**

Strategy 22 Details	**Reviews**			
Strategy 22: English as a Second Language - Goal #1 - To Be Established By October 1, 2022	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Brandon Jayroe				

Strategy 23 Details	**Reviews**			
Strategy 23: Dyslexia - Goal #1 - To Be Established By October 1, 2022	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Kris Kosted, Sunny Schlaudt				

Strategy 24 Details	**Reviews**			
Strategy 24: 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**
	Dec	**Mar**	**May**	**Aug**
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 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 **Funding Sources:** - 199 General Fund, SCE				

Strategy 25 Details	**Reviews**			
Strategy 25: 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.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Stephen Walker, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE				

Strategy 26 Details	Reviews			
Strategy 26: 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:** Stephen Walker, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE	Formative			Summative
	Dec	**Mar**	**May**	**Aug**

Strategy 27 Details	Reviews			
Strategy 27: 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 **Strategy's Expected Result/Impact:** Increased Agency in Learning **Staff Responsible for Monitoring:** Brianna Timourian, Christina Gonzalez, Sunny Schlaudt **TEA Priorities:** Recruit, support, retain teachers and principals **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	Formative			Summative
	Dec	**Mar**	**May**	**Aug**

Strategy 28 Details	Reviews			
Strategy 28: Choir Goal #2 - Learn how to focus. Learn how not to reply on instant gratification all the time. The good stuff takes hard work. There are no shortcuts. **Strategy's Expected Result/Impact:** Increased Agency in Learning; Increased Success in Learning **Staff Responsible for Monitoring:** Bryan Pulver, Sunny Schlaudt **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 **Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund	Formative			Summative
	Dec	**Mar**	**May**	**Aug**

Strategy 29 Details	Reviews			
Strategy 29: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes.	Formative			Summative
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker _____ x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. **Staff Responsible for Monitoring:** Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors				

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

Performance Objective 6 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.

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

Performance Objective 7: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Benold will utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs.	**Dec**	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Staff Ownership of Students, Solutions and Processes that are Utilized for Success **Staff Responsible for Monitoring:** Jason Granger, Cynthia Sokoff, Jessica Bailey **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				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 7 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.
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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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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 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Benold will engage in Year 2 of piloting a CBAS plan focusing on the pillars of Student Learning and Progress and Well-Rounded Students.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**

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
 - **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 - 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
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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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 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

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.

Strategy 1 Details		Reviews			

Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly Sonic Happy Hour with the Principal.
    Strategy's Expected Result/Impact: Increased engagement between Benold stakeholders in recognizing important topics and solutions
    Staff Responsible for Monitoring: Brandon Jayroe
 	
    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: School Processes & Programs 1, 2 - Perceptions 3
    Funding Sources: - 461 Campus Activity Fund
		Formative			**Summative**

		Dec	Mar	May	Aug

Strategy 2 Details		Reviews			

Strategy 2: Continue collaborative dialogue with parents, staff and community members through monthly PTA and PTA Council meetings.
    Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions
    Staff Responsible for Monitoring: Brandon Jayroe, Lindsay Harris
 	
    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: School Processes & Programs 1, 2 - Perceptions 3
    Funding Sources: - 461 Campus Activity Fund
		Formative			**Summative**

		Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: 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	Dec	Mar	May	Aug
Staff Responsible for Monitoring: Brandon Jayroe **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:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

Strategy 4 Details	Reviews			
Strategy 4: 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	Dec	Mar	May	Aug
Staff Responsible for Monitoring: Brandon Jayroe **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				

Strategy 5 Details	Reviews			
Strategy 5: Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level.	Formative			Summative
Strategy's Expected Result/Impact: Increased engagement between GISD and Benold stakeholders in recognizing	Dec	Mar	May	Aug

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 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 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.
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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: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 3: Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d))

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.
     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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
     Problem Statements: Perceptions 3
     Funding Sources: - 199 General Fund, SCE
	Formative			**Summative**

	Dec	**Mar**	**May**	**Aug**

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

Performance Objective 3 Problem Statements:

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.

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

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

    Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

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**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased ownership of campus needs through volunteerism.
     Staff Responsible for Monitoring: Brandon Jayroe, Staci Whittenton, Nathan Boone, Sunny Schlaudt, Amanda Smith, Jennifer Lugo
 	
 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: 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 utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Staff Ownership of Students, Solutions and Processes that are Utilized for Success
     Staff Responsible for Monitoring: Jason Granger, Cynthia Sokoff, Jessica Bailey
 	
 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 3 Details	Reviews			
Strategy 3: 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. **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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE	Formative			Summative
	Dec	**Mar**	**May**	**Aug**

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

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
Strategy 1: See Performance Objective #1	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

    Evaluation Data Sources: Staff Feedback Loops

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**
	Dec	**Mar**	**May**	**Aug**

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 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 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.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 3 Details	Reviews			
Strategy 3: Teaching and Learning Goal #3 - Sustain best practices by teachers who 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: Teachers will collaborate with their teaching partner to design an engaging unit cycle as described in the RtI in Action summer course. Teachers will need to remain flexible in their unit cycles to allow for reteach (Tier 2) and extension times.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Learning Experience Effectiveness; Increased Student Learning **Staff Responsible for Monitoring:** Brandon Jayroe, Staci Whittenton **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 General Fund, SCE				

Strategy 4 Details		Reviews			

Strategy 4: Health and Wellness Goal #1 - #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

	Formative			Summative
	Dec	Mar	May	Aug

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

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

Strategy 5 Details		Reviews			

Strategy 5: Health and Wellness Goal #2 - #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...)

	Formative			Summative
	Dec	Mar	May	Aug

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

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

Funding Sources: - 199 General Fund, SCE

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: 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)	**Dec**	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased Self-Knowledge and Personal Responsibility Leading to Greater Success in Learning

Staff Responsible for Monitoring: Sunny Schlaudt

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

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Student Culture 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: Support club design during Monday PLC time.	**Dec**	**Mar**	**May**	**Aug**

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

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: Sunny Schlaudt

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 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, PTA - 461 Campus Activity Fund, GISD Education Foundation Grants - 461 Campus Activity Fund

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: 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	Dec	Mar	May	Aug

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: Sunny Schlaudt

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

Strategy 9 Details	Reviews			
Strategy 9: 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. **Strategy's Expected Result/Impact:** Increased Identify of Our Organization and Clarity of Focus Leading to Increased Success **Staff Responsible for Monitoring:** Nathan Boone **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:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 461 Campus Activity Fund, - 199 General Fund, SCE	Formative			Summative
	Dec	Mar	May	Aug

Strategy 10 Details	Reviews			
Strategy 10: Staff Culture 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. **Strategy's Expected Result/Impact:** Increased Identify of Our Organization, Connectedness to Staff and Clarity of Focus Leading to Increased Success **Staff Responsible for Monitoring:** Nathan Boone **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:** School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 461 Campus Activity Fund, - 199 General Fund, SCE	Formative			Summative
	Dec	Mar	May	Aug

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

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

    Evaluation Data Sources: Student, Parent and Staff Feedback Loops

Strategy 1 Details		Reviews			
Strategy 1: 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**
		Dec	Mar	May	Aug

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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2, 3
    Funding Sources: - 199 General Fund, SCE					

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

Performance Objective 1 Problem Statements:

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 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.

Perceptions

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

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.

Evaluation Data Sources: Staff Feedback Loops

Strategy 1 Details	Reviews			
Strategy 1: Sustain and strengthen a professional learning community amongst content departments with utilizes weekly learning time to collaborate and grow.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased competence and confidence in pedagogy and content knowledge. **Staff Responsible for Monitoring:** Brandon Jayroe, Nathan Boone, Sunny Schlaudt, 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 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 2 Details	Reviews			
Strategy 2: Implement and sustain cyclical learning to sustain confidence and competence in utilizing Schoology as the campus learning management system.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Successful utilization of Schoology for students, parents and staff. **Staff Responsible for Monitoring:** Brandon Jayroe, Nathan Boone, Sunny Schlaudt, Staci Whittenton, Jennifer King **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:** Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 3 **Funding Sources:** - 199 General Fund, SCE				

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.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased competence and confidence in pedagogy and content knowledge. **Staff Responsible for Monitoring:** Terri Conrad, Brandon Jayroe, Nathan Boone, Sunny Schlaudt, Staci Whittenton **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **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 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.
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Campus Funding Summary

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

199 General Fund, SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	19			$0.00
1	6	20			$0.00
1	6	21			$0.00
1	6	24			$0.00
1	6	25			$0.00
1	6	26			$0.00
1	6	27			$0.00
1	6	28			$0.00
1	7	1			$0.00
2	1	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	4			$0.00
3	3	5			$0.00
3	3	6			$0.00
3	3	7			$0.00
3	3	8			$0.00
3	3	9			$0.00
3	3	10			$0.00
4	1	1			$0.00
4	2	1			$0.00
4	2	2			$0.00

199 General Fund, SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	3			$0.00
				Sub-Total	$0.00
461 Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6			$0.00
1	6	18			$0.00
1	6	19			$0.00
1	6	27			$0.00
1	6	28			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	3	7			$0.00
3	3	7	GISD Education Foundation Grants		$0.00
3	3	7	PTA		$0.00
3	3	9			$0.00
3	3	10			$0.00
				Sub-Total	$0.00