

Georgetown Independent School District

Benold Middle School

2019-2020 Goals/Performance Objectives/Strategies



Mission Statement

Benold Middle School is committed to doing what is necessary to reach, teach, and encourage students to become passionate learners and positive people for the rest of their lives.

Vision

Benold Middle School will ensure student success by fostering a positive atmosphere of relevant learning and supportive relationships through the collaborative efforts of students, staff, and community.

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Goals

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





Performance Objective 1: Benold will sustain expectations for achieving a 5 year picture of success of comprehensively providing personalized learning experiences for all students that lead to mastery of content and growth in Learner Profile attributes.

Evaluation Data Source(s) 1: Parent, Student and Staff Survey Data; Formative and Summative Data Points

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) The Campus Design Team will identify, communicate and work to leverage barriers and supports in working to reach the 5 year picture of success.</p> <p>Barriers: - Fixed Resources (Time, Staff, Certifications) - Current Feedback Loops (Walk-Throughs, Learning Walks) - Shared Understanding and Commitment to Growth Mindset, Engagement and Empowerment</p> <p>Supports: - Community-Based Focus; Strong Community Values - Awesome, Capable Kids - Autonomy, Choice, Ownership - Whole Child Focus -Supportive Parents</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Design Team	Student, Parent and Staff Surveys; Formative and Summative Assessment Data Points				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>

Demographics

Problem Statement 2: Benold struggles to systemically grow each and every student academically. **Root Cause 2:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

Student Academic Achievement

Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause 1:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

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 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Perceptions

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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


Performance Objective 2: Benold will establish and sustain systems which focus on Learner Profile Attribute 5: Develop Self-Knowledge and Personal Responsibility.

Evaluation Data Source(s) 2: Student, Parent and Staff Survey Data

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Utilize an Advisory Period each day for students to focus on their responsibilities</p>	2.4, 2.5, 2.6	All Staff	Reduced Missing Assignments; Increased Averages; Increased Organization				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Students will utilize a planner in which they will track responsibilities</p>	2.4, 2.5	All Staff	Reduced Missing Assignments; Increased Student Performance; Increased Organization				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) Teach students the needed social/emotional skills to help them resolve conflicts with peers and others around them.</p>	2.5, 2.6	Campus Administration and Counselors	Increased self-directed behaviors and self-monitoring skills to successfully navigate all environments.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Peer mediation will be used as a process of collaboration and conflict resolution to better address student disagreements.	2.4, 2.5, 2.6	Campus Counselors, Campus Administration	Reduction in low-level conflict that escalates to referrals.				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00							
							

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 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 2: Benold struggles to systemically grow each and every student academically. Root Cause 2: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 3: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.
Student Academic Achievement
Problem Statement 1: Benold struggles to systemically grow each and every student academically. Root Cause 1: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
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School Processes & Programs
Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 1: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Perceptions

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.

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Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.





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

Performance Objective 3: Benold will establish and sustain systems which focus on Learner Profile Attribute 3: Obtains Knowledge Through Inquiry and Exploration.

Evaluation Data Source(s) 3: Student, Staff and Parent Surveys; Club Participation

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Student clubs will be implemented and sustained on Tuesdays and Thursdays during Advisory to offer students opportunities for inquiry and exploration of life-applicable interests in an attempt to generate greater relevance of concepts learned at school and greater volunteerism amongst learners.</p>	2.4, 2.5, 2.6	Campus Administration; Campus Counselors; Club Facilitators	Students will engage in inquiry-driven instruction of topics of their interests. Increased connections to life-application during the instructional day. Increased profound learning in all learning settings.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Demographics
<p>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.</p>
<p>Problem Statement 2: Benold struggles to systemically grow each and every student academically. Root Cause 2: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.</p>

Demographics

Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

Student Academic Achievement

Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause 1:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

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 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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Problem Statement 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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

Performance Objective 4: Benold will sustain expectations for lesson design that includes norm priorities for discussion, reflection and best-practice. Including the design of each unit and the vetting by corresponding STEM or Humanities partners through a critical friends protocol.


Evaluation Data Source(s) 4: Staff Survey Data; Lesson Plan Review; Lesson Observation; Critical Friends protocol; End of Unit Reflections

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Each content team will be expected to meet two days per week during PLC periods for lesson design and collaboration.	2.4, 2.5, 2.6	PLC Administrators; Department Chairs	Increased Quality of Lesson Implementation and Student Understanding				
				Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Content teams will utilize at least one day per week to participate in department specific learning initiatives to influence lessons and learning environments.	2.4, 2.5, 2.6	PLC Administrators; Campus Leadership Team	Increased strategies for utilizing in lessons and learning opportunities; Student learning will further individualize				
				Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) All teachers will be offered and guided (as needed) to participate in professional learning throughout the year focused on: Designing Engaging Work, Student Relationships/Classroom Management, Assessment, Utilization of Technology, PBL and Personalized Learning Opportunities.</p>	2.4, 2.5, 2.6	Campus Leadership Team; Digital Learning Coach	Increased strategies for utilizing during lesson implementation; Student mastery of learning will increase				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) All units will be webbed by each core content department. Designed unit agendas will be vetted in a critical friends format by the team's corresponding STEM or Humanities partner team/teacher.</p>	2.4, 2.5, 2.6	Department Chairs, Team Leads, Campus Administration	Increased student relevance and authenticity of learning experiences				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Each core content team will complete an End of Unit Analysis at the conclusion of each unit, through Google Forms, requiring data reflection and next steps to inform decision-making moving forward.</p>	2.4, 2.5, 2.6	Grade Level Chairs, Administration	Increased student performance, Increased awareness and response to students' individual needs				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>							
							

Performance Objective 4 Problem Statements:

Demographics
<p>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.</p>
<p>Problem Statement 2: Benold struggles to systemically grow each and every student academically. Root Cause 2: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.</p>
<p>Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 3: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.</p>
Student Academic Achievement
<p>Problem Statement 1: Benold struggles to systemically grow each and every student academically. Root Cause 1: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.</p>
<p>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.</p>

Student Academic Achievement

Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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.

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Perceptions

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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





Performance Objective 5: Benold will establish and sustain systems to recognize and celebrate exemplars for student engagement and viable learning opportunities.

Evaluation Data Source(s) 5: Communication Tools Including But Not Limited to Email, Wall Posting, School Messenger, The Benold Bulletin, What's Up Benold, PTA Meetings, Coffee With The Principals; Student, Parent and Staff Survey Data

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) SHOUT OUTS will be used by all staff to recognize success via email.		All staff	Affirmation will increase capacity for visualizing success and develop the habit of peer recognition				
	Funding Sources: 199 General Fund, SCE - 0.00						
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Grade Level bulletin boards will be used to recognize current achievements and accomplishments.	2.6	All staff	Affirmation will increase capacity for visualizing success and develop the habit of peer recognition				
	Funding Sources: 199 General Fund, SCE - 0.00						
Comprehensive Support Strategy 3) The Benold Bulletin, family newsletter, will be used to recognize current achievements and accomplishments.		Campus Administration	Affirmation will increase capacity for visualizing success and develop the habit of peer recognition				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy 4) What's Up Benold, the staff newsletter, will be used to recognize current achievements and accomplishments.		Campus Administration	Affirmation will increase capacity for visualizing success and develop the habit of peer recognition				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 5) Oh Snap! Images of Learning Attached cards/emails will be distributed to instructional staff identifying areas of strength observed in lessons.	2.5						
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = 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 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 2: Benold struggles to systemically grow each and every student academically. Root Cause 2: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 3: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.
Student Academic Achievement
Problem Statement 1: Benold struggles to systemically grow each and every student academically. Root Cause 1: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
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.

Student Academic Achievement

Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Perceptions

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Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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

Performance Objective 6: Department specific goals will be established and monitored to increase the quality and quantity of relevant and engaging student learning opportunities.

Evaluation Data Source(s) 6: SMART goals will be established and maintained through quarterly review and adjustment.

Summative Evaluation 6:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) FINE ARTS - Theatre Arts - Allow students to lead warm-ups by the end of the first 9 weeks - Create a classroom economy where each student has a job &/responsibilities by the end of the first 3 weeks of school - Provide opportunities for training on technical jobs and stage management roles before the first play is produced. - Allow for advanced students to hold training sessions for beginner students after school.</p>	2.4, 2.5, 2.6	Rebecca Smith, Kera Wright	My goal for next year is to incorporating more student lead activities and empowering students to take ownership and personal responsibility of their learning. By achieving this goal I will be able to allow completely student run performances by the end of the year.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4</p> <p>Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00</p>							
2) FINE ARTS - Band -Increase incoming student recruitment numbers.	2.5, 2.6	Rebecca Smith, Bryan Pulver, Kristina Leach, Zach Cheatham	Goal will increase overall size of ensemble, which will lead to larger numbers in the advanced groups, and larger numbers in the high school program.				
<p>Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
3) FINE ARTS - Choir -Use of technology to improve communication/organization - both for the students and the teachers.	2.5, 2.6	Rebecca Smith, Bryan Pulver, Jason Gallardo, Kristina Leach	Students will learn how to use technology in an appropriate way, both to communicate effectively and to coordinate their personal schedule with the schedules of others. Students will learn how to be a productive member of a digital community by using Google Classroom, Remind, Skyward, and other Google functions. Choir Council will organize meetings through Google Classroom. Teachers will utilize Remind and Google Forms to efficiently communicate with students and assess their progress, respectively. This will provide teachers with data-driven assessment and more direct communication with students. Teachers will utilize RevTracker more extensively in an effort to continuously improve security and documentation.				
				Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00			
4) FINE ARTS - Art -To require and increase the desire for student participation of student centered visual art competitions and acknowledgement of works of art.	2.5, 2.6	Rebecca Smith, Bryan Pulver, Kristina Leach, Christina Gonzalez, Kathleen Redmer	Our goal is to improve retention in the visual arts and prepare students for High School and future career(s); for the purpose of increasing self confidence in visual ability amongst our students and their academic achievement. We will increase our VASE numbers this year.				
				Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00			
5) FINE ARTS - Orchestra -Benold Orchestra will integrate technology and more interactive classroom elements into the curriculum. Specifically there will be more accountability from individual students to take initiative on assignments, and be able to personalize them more. Through use of google classroom, kahoot, the trutouch screen components, and charms (music database).	2.5, 2.6	Rebecca Smith, Bryan Pulver, Kristina Leach, Kathryn Dane	Keeping fine arts "legit" and equal to that of other subjects that offer additional resources. The kids are more engaged and involved when technology is mixed into different forms of instruction, the result being higher retention of the content.				
				Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) SCIENCE -1 -Create and use a learning rubric for units. 2- Analyze post lesson concept checks, 3- Design units to include more ADI experiences (begin by asking - How would you... questions, and progress to full ADI experiences)</p>	2.4, 2.5, 2.6	Nathan Boone, Michelle Champion, Science Department Team Leads (Staci Whittenton, Michelle Champion and Rebecca Loera)	Science will implement at least 1 ADI lesson per semester and will have at least 40 % hands on experiences. We will re-evaluate this goal in the second semester to see if we need to adjust the frequency. The goal is to help students obtain knowledge through inquiry and exploration.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00</p>							
<p>Comprehensive Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) SOCIAL STUDIES -Teacher reporting on a grade-level appropriate scaffolded approach towards acquiring the skills expected at 8th grade and high school level classes. Specifically: Use of note taking strategies, vocabulary acquisition and retention strategies and strategies for connecting student relevance and life application to learning opportunities.</p>	2.4, 2.5, 2.6	Rebecca Smith, Jimmy Murray, Social Studies Department Team Leads	Increasing vertical alignment between the grades related to note-taking, vocabulary acquisition and retention and student relevant learning opportunities will better support students obtaining the tools the need to be increasingly successful as they move through their academic career.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) MATH -Implement small group instruction in 6th and 7th grade classes two to three days a week, Provide review of skills through weekly homework assignments that include questions from current and former topics, Implement inquiry based exploration of topics once per nine weeks that meets the higher levels of the Cognitive Rigor Matrix.</p>	2.4, 2.5, 2.6	Brandon Jayroe, Beth Howell, Department Team Leads	Students will meet or exceed projected growth in math as measured by assessments including teacher designed tests, MAP and STAAR.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00</p>							
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>9) LANGUAGE ARTS -Plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement through real world application. Students will show measurable growth through the use of MAP testing to increase reading comprehension. On-level students will increase by 1 grade level; preAP wil increase by 1.5 grade levels according to MAP.</p>	2.4, 2.5, 2.6	Brandon Jayroe, Cynthia Sokoff, Department Team Leads	Students will meet or exceed projected growth in Language Arts skills (reading, writing, speaking, listening) as measured by assessments including teacher-designed tests, MAP, and STAAR.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00</p>							
10) PE - Increases cardiovascular and muscular strength	2.4, 2.5, 2.6	Brandon Jayroe, Elizabeth Graham	80% of students in Physical Education/Pre-Athletics will meet minimum standards of FitnessGram requirements by EOY in the following categories: 13 minute mile, 30 curl-ups, 12 push-ups				
<p>Funding Sources: 199 General Fund, SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 11) SPECIAL EDUCATION GOAL 1 -General education and inclusion co-teachers will use inclusive, practical strategies to personalize learning through daily conversations about students, classroom management, and educational environment.	2.4, 2.5, 2.6	Campus Administration, Special Education Department Chair (Kristy Powers), Special Education Staff, General Education Teaching Staff	We want co-teaching to be part of the strategy we use at this school to personalize learning enough to get students achieving one or more year's worth of academic growth each year.				
Comprehensive Support Strategy Additional Targeted Support Strategy 12) SPECIAL EDUCATION GOAL 2 - All adults who are working toward each Special Education student's academic best interest will know what has been tried, what is currently being done, and what that "team" of adults might try next to ensure student academic success.	2.4, 2.5, 2.6	Campus Administration, Special Education Department Chair (Kristy Powers), Special Education Staff, General Education Teaching Staff	The result is all adults working toward each Special Education student's academic progress will be informed at regular intervals. This will allow the "team" to adjust in a timely manner when the student needs more/less/different support.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>13) FINE ARTS - Theatre Arts - Allow students to lead warm-ups by the end of the first 9 weeks - Create a classroom economy where each student has a job & responsibilities by the end of the first 3 weeks of school - Provide opportunities for training on technical jobs and stage management roles before the first play is produced. - Allow for advanced students to hold training sessions for beginner students after school.</p>	2.4, 2.5, 2.6	Rebecca Smith, Bryan Pulver, Kristina Leach, Kera Wright	My goal for next year is to incorporating more student lead activities and empowering students to take ownership and personal responsibility of their learning. By achieving this goal I will be able to allow completely student run performances by the end of the year.				
Funding Sources: 199 General Fund, SCE - 0.00, 461 Campus Activity Fund - 0.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>14) Benold core teachers will implement data informed habits such as pre and post unit surveys to increase learner agency, end of unit analysis to track student mastery of concepts.</p>	2.4, 2.5, 2.6	Campus Administration, Department Chairs	Increased student agency in conceptual understanding and growth in learner profile attributes. Increased performance on mastery of skills. Increased support personalization.				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00							
							

Performance Objective 6 Problem Statements:

Demographics
<p>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.</p>

Demographics

Problem Statement 2: Benold struggles to systemically grow each and every student academically. **Root Cause 2:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

Student Academic Achievement

Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause 1:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

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 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 3:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Perceptions

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Benold will establish and sustain systems for periodic communication amongst students, staff, and the community to strengthen relationships between all stakeholders.

Evaluation Data Source(s) 1: Communication Tools Including But Not Limited to Email, Wall Posting, School Messenger, The Benold Bulletin, Twitter, What's Up Benold, PTA Meetings, Sonic Happy Hour With The Principals, PLC Meeting Agendas, Staff Meeting Agendas, Campus Committee Meeting Agendas; Student, Parent and Staff Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) The Campus #BE Recognized award will be utilized for students and staff in recognizing efforts which support the mission and vision of the district amongst each individual	2.5	Campus Administration; Student Incentives Committee	Affirmation will increase capacity for visualizing success and develop the habit of peer recognition				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 Funding Sources: 199 General Fund, SCE - 0.00							
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Grade Level Bulletin Boards will be used to increase information sharing amongst students and staff.	2.5	All Staff	Increased Awareness of Campus Initiatives				
Funding Sources: 199 General Fund, SCE - 0.00							
ESF Levers Lever 3: Positive School Culture 3) The Benold Bulletin will be used to communicate with staff and parents weekly.	2.5	Campus Administration	Increased Awareness of Campus Initiatives				
4) What's Up Benold will be used as the weekly staff newsletter.		Campus Administration	Increased Awareness of Campus Initiatives				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
5) Morning Announcements will be student-led and provide recognition and well as identification of upcoming initiatives.		Mitzi Hughey; Campus Administration	Increased recognition and awareness of campus initiatives				
Comprehensive Support Strategy ESF Levers Lever 3: Positive School Culture 6) Happy Hour with the Principals, Happy Hour with the Counselors and Campus Leadership participation in PTA meetings will occur each month/grading period to increase communication and awareness of campus initiatives.	3.2	Campus Administration	Increased recognition and awareness of campus initiatives				
Funding Sources: 461 Campus Activity Fund - 0.00							

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 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 2: Benold struggles to systemically grow each and every student academically. Root Cause 2: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
Problem Statement 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 3: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.
Student Academic Achievement
Problem Statement 1: Benold struggles to systemically grow each and every student academically. Root Cause 1: Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.
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 3: Benold struggles to maintain consistency in implementation of empowering processes and programs. Root Cause 3: Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

School Processes & Programs

Problem Statement 1: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 1:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Perceptions

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 3: Benold struggles to systemically grow each and every student academically. **Root Cause 3:** Historically, learning experiences have lacked individual student focus that supports relevance and student ownership of concepts.

Problem Statement 4: Benold struggles to maintain consistency in implementation of empowering processes and programs. **Root Cause 4:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.


Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 2: Benold administration and teachers will participate in all Parent/Teacher Association meetings in which parents will be solicited for feedback of campus initiatives.


Evaluation Data Source(s) 2: PTA Meeting Agenda and Minutes

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Principal's Report will be provided at each PTA meeting.	3.2	Campus Principal	Increased awareness of campus initiatives by families.				
2) Principal's Q and A will be provided at each PTA meeting to ensure that opinions are solicited and clarification provided.	3.2	Campus Principal	Increased Trust Between Campus and Families				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Benold will establish and sustain a Campus Leadership Team in which all interested in decision-making for campus initiatives will engage in regular dialogue.

Evaluation Data Source(s) 1: Campus Leadership Team Agendas and Minutes; Implementation of Initiatives Based on Campus Leadership Team Initiatives; Staff Survey Data

Summative Evaluation 1:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) CLT will meet once a month to review areas of constraint that the campus can design around.	2.4, 2.5	Campus Administration	Increased Empowerment and Accountability in Decision-Making				

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

Performance Objective 2: Benold will sustain campus-based committees for decision-making to address areas of importance for the campus. Committees are Sunshine, Student Incentives and Emergency Operations.

Evaluation Data Source(s) 2: Campus Committee Agendas and Minutes; Initiatives Based on Committee Decisions; Staff Survey Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) The Sunshine Committee will meet once per month do facilitate initiatives in developing relationships, respect and support amongst staff.		Michelle Champion; Campus Principal	Increased Collaboration and Respect Will Foster Further Trust in Student-Based Initiatives				
Comprehensive Support Strategy 2) Student Incentives Committee will meet once per month to develop and sustain initiatives focusing on encouraging and recognizing student achievement.		Terri Henry; Campus Principal	Increased Engagement and Motivation to Serve as a Volunteer in Learning				
3) Campus Emergency Operations Committee will meet once per month to review and collaborate on campus safety initiatives.		Assistant Principal; Campus Principal	Increased Safety and Systemic Planning for Safety				
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Benold will sustain a Process Champions Committee to address relational capacity as a campus and systems to improve student behaviors.	2.5, 2.6	Campus Administration; Process Champion Committee Members	Increase in positive climate including but not limited to improved student performance due to supportive learning environments and reductions in discipline referrals.				
							


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

Performance Objective 1: Benold will utilize the Campus Design Team to build capacity for designing engaging work with each grade level interdisciplinary team through the use of components including the Images of School, Picture of Success, Spec Sheets, Webbing and Design Qualities. Unit design will be vetted by a critical friends protocol with the corresponding STEM or Humanities partners.

Evaluation Data Source(s) 1: Design Team Agendas and Minutes; Teaming Agendas and Minutes; Professional Learning Agendas; Lesson Plan Review; Observational Data; Student and Staff Survey Data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Professional Learning opportunities will be provided to all teachers, focused on the interdisciplinary team model, to establish and sustain capacity for understanding design.	2.4, 2.5, 2.6	Campus Administration; Campus Design Team Members; Team Leads	Learning opportunities will be created which most accurately address the specific needs of each teamed cohort of students.				
Funding Sources: 199 General Fund, SCE - 0.00							
							





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

Performance Objective 2: Benold will utilize a teaming model for all grade levels in which students will have a consistent STEM teachers and Humanities partners for the purposes of consolidating resources, planning, collaboration with parents and implementation of learning opportunities to promote individualization of learning.

Evaluation Data Source(s) 2: Designing Engaging Work and Coaching for Design Attendance by Benold Staff; Team Meeting Agendas and Minutes for Each Grade; Student Quantitative Data (Report Cards, Referrals, Attendance, Assessment Data); Student, Parent and Staff Survey Data

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) All grade levels will be sectioned into STEM and Humanities teams that will collaborate weekly to create and sustain norms for addressing academic, attendance, and behavioral concerns related to individual students including how parent communication will be strengthened and the process for ensuring that increasingly structured support is offered to individualize response to recognized needs</p>	2.4, 2.5, 2.6, 3.2	Team Facilitators; Campus Principal	Increased Communication with Students and Parents; Increased Student Response to Struggle Related to Academics and Attendance				
	Funding Sources: 199 General Fund, SCE - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The Campus Design Team will identify, communicate and work to leverage barriers and supports in working to reach the 5 year picture of success. Barriers: - Fixed Resources (Time, Staff, Certifications) - Current Feedback Loops (Walk-Throughs, Learning Walks) - Shared Understanding and Commitment to Growth Mindset, Engagement and Empowerment Supports: - Community-Based Focus; Strong Community Values - Awesome, Capable Kids - Autonomy, Choice, Ownership - Whole Child Focus -Supportive Parents
1	4	1	Each content team will be expected to meet two days per week during PLC periods for lesson design and collaboration.
1	4	2	Content teams will utilize at least one day per week to participate in department specific learning initiatives to influence lessons and learning environments.
1	5	1	SHOUT OUTS will be used by all staff to recognize success via email.
1	5	2	Grade Level bulletin boards will be used to recognize current achievements and accomplishments.
1	5	3	The Benold Bulletin, family newsletter, will be used to recognize current achievements and accomplishments.
1	5	4	What's Up Benold, the staff newsletter, will be used to recognize current achievements and accomplishments.
1	6	6	SCIENCE -1 -Create and use a learning rubric for units. 2- Analyze post lesson concept checks, 3- Design units to include more ADI experiences (begin by asking - How would you... questions, and progress to full ADI experiences)
1	6	7	SOCIAL STUDIES -Teacher reporting on a grade-level appropriate scaffolded approach towards acquiring the skills expected at 8th grade and high school level classes. Specifically: Use of note taking strategies, vocabulary acquisition and retention strategies and strategies for connecting student relevance and life application to learning opportunities.
1	6	8	MATH -Implement small group instruction in 6th and 7th grade classes two to three days a week, Provide review of skills through weekly homework assignments that include questions from current and former topics, Implement inquiry based exploration of topics once per nine weeks that meets the higher levels of the Cognitive Rigor Matrix.
1	6	9	LANGUAGE ARTS -Plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement through real world application. Students will show measurable growth through the use of MAP testing to increase reading comprehension. On-level students will increase by 1 grade level; preAP wil increase by 1.5 grade levels according to MAP.
1	6	11	SPECIAL EDUCATION GOAL 1 -General education and inclusion co-teachers will use inclusive, practical strategies to personalize learning through daily conversations about students, classroom management, and educational environment.

Goal	Objective	Strategy	Description
1	6	12	SPECIAL EDUCATION GOAL 2 - All adults who are working toward each Special Education student's academic best interest will know what has been tried, what is currently being done, and what that "team" of adults might try next to ensure student academic success.
2	1	1	The Campus #BE Recognized award will be utilized for students and staff in recognizing efforts which support the mission and vision of the district amongst each individual
2	1	6	Happy Hour with the Principals, Happy Hour with the Counselors and Campus Leadership participation in PTA meetings will occur each month/grading period to increase communication and awareness of campus initiatives.
3	1	1	CLT will meet once a month to review areas of constraint that the campus can design around.
3	2	2	Student Incentives Committee will meet once per month to develop and sustain initiatives focusing on encouraging and recognizing student achievement.
4	1	1	Professional Learning opportunities will be provided to all teachers, focused on the interdisciplinary team model, to establish and sustain capacity for understanding design.
4	2	1	All grade levels will be sectioned into STEM and Humanities teams that will collaborate weekly to create and sustain norms for addressing academic, attendance, and behavioral concerns related to individual students including how parent communication will be strengthened and the process for ensuring that increasingly structured support is offered to individualize response to recognized needs