

# **Georgetown Independent School District**

## **Benold Middle School**

### **2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Learning, Growth and Progress

### Student Learning, Growth and Progress Summary

Overall, students are learning and growing at Benold. The campus has shown a relatively high level of student success in STAAR and MAP testing for the last three years. This success is the result of intentional steps implemented by teachers. For the last three years, the campus has fully embraced support from Solution Tree to engage in refinement of our professional learning communities. Last year our core department PLC's identified the essential intervening standards for all units of study. Additionally, teachers created and vertically vetted common summative assessments that all students have been expected to successfully complete at the conclusion of each unit. Teachers then refined Advisory learning time to provide tier II and III intervention for students who did not show mastery on the summative exams.

This year our teachers will continue to refine this process by creating and vertically vetting common formative assessments to be provided during the unit, prior to the unit assessment. Additionally, tracking of student performance for the CFA, CSA and Intervention response will be refined, including the use of Flexisched to help with the efficiency of transitions. Also, Benold will adjust it's plan to incorporate a two-week (three day per week) intervention cycle for each core content to engage in. Benold will partner with the Teaching, Learning and Assessment team to create extension learning opportunities for students who have shown mastery of content, including but not limited to learning related to unit EIS's and opportunities to grow in development of GISD Learner Profile attributes.

One additional adjustment this year for our team is to refine campus practices for reconciling teacher gradebooks. Benold will provide students with opportunities to practice learning concepts outside of class, and teachers will continue to provide students feedback on this practice and guidance in fully understanding concepts. However, extra practice will no longer be recorded in the gradebook. The intent of this plan is to increase the fidelity of students' performance as a representation of conceptual mastery while reducing/removing data points that inaccurately reflect learning performance.

### Problem Statements Identifying Student Learning, Growth and Progress Needs

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

# Student and Staff Well-Being

## Student and Staff Well-Being Summary

Benold staff are relatively well. Staff have historically expressed a general appreciation for their work environment and for their peers. Benold administration has worked to continuously refine campus practices to maximize empowerment, a sense of appreciation by staff and innovation. This has led to teacher-teams that are responsible for guiding campus decision-making. This has also led to a sizeable percentage of the campus' local budget being used to compensate this work through stipends. Teachers and staff have definitely felt the impact of COVID learning expectations and the reduction in resources/staffing as a result of not being adequately funded according to state inflation. The continuous changes in how state accountability is determined, primarily how students are expected to show mastery, has also increased uneasiness. Benold has been fortunate to move into a new facility, and the staff have expressed appreciation and excitement for the space.

This year we will focus on continued efforts to increase staff empowerment, appreciation/affirmation and innovation. In addition, we will work to be mindful in how we steward the expectation for "new" with all staff.

Benold students have historically recognized themselves as being well overall. Repeated student surveys have shown that students feel that the campus is safe and that they have at least one adult that they feel a special connection with. Students have expressed relative frustration with how students treat one another. Historically, Benold has been a National Showcase Campus for Capturing Kids' Hearts (for three of the last four years). However, our data suggested that we were less effective in maintaining these standards than in previous years.

Benold will focus on strengthening the CKH pillars throughout our campus while also incorporating Learner Profile attributes actively into daily experiences.

## Problem Statements Identifying Student and Staff Well-Being Needs

**Problem Statement 1 (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.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

Benold will continue to refine our professional learning communities to strengthen our staff's confidence and excitement in fulfilling their roles. Additionally, Benold will continue to allocate a substantial portion of its' local budget for providing stipends to staff who engage in extra-duty responsibilities, such as campus teams.

## Problem Statements Identifying Staff Recruitment and Retention Needs

**Problem Statement 1 (Prioritized):** Benold has struggled with shared ownership and empowerment.

**Root Cause:** Benold has not explicitly created, funded and cultivated systems that requires shared responsibility which has hindered a campus-wide expectation of empowerment.

# Community and Connectivity

## Community and Connectivity Summary

Historically Benold has attempted to maintain transparency and provide a welcoming environment for the community. Systemically Benold has struggled to tell it's story in a consistent way. Social media has not been consistently used.

This year Benold will create and sustain a Community and Connectivity team that will pursue improving how we share our story, provide transparency for our community and engage in partnerships with community members to further support student learning experiences.

## Problem Statements Identifying Community and Connectivity Needs

**Problem Statement 1 (Prioritized):** Benold has not consistently told it's story.

**Root Cause:** Benold has not maximized the substantiation of habits that shares information, receives feedback and responds to feedback.

# Priority Problem Statements

**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 and Staff Well-Being

**Problem Statement 5:** Benold has struggled with shared ownership and empowerment.

**Root Cause 5:** Benold has not explicitly created, funded and cultivated systems that requires shared responsibility which has hindered a campus-wide expectation of empowerment.

**Problem Statement 5 Areas:** Staff Recruitment and Retention

**Problem Statement 6:** Benold has not consistently told it's story.

**Root Cause 6:** Benold has not maximized the substantiation of habits that shares information, receives feedback and responds to feedback.

**Problem Statement 6 Areas:** Community and Connectivity

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,



- gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Strategic Priority Areas

## Strategic Priority Area 1: Student Learning, Growth and Progress





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

**Strategic Objective 1:** In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

### HB3 Strategic Priority Area

**Change Decision:** Major Change

**Desired State:** Instructional focus reflects EIS identification with the use of GISD curriculum documents complimenting teacher creativity. CFA's are created, vertically vetted, implemented and tracked to identify individual student response including extension and/or prevention during tier I instruction. CSA's are reviewed, implemented and tracked to identify individual student response for intervention as a tier II and III measure. Intervention refined through sequencing all four core subjects as equally important, cycling intervention supports at a cadence that maintains pace with the district YAG's and corresponding EIS's, tracking that guides individual student response by teachers beyond standard tier II and III opportunities and utilizes technology to maximize efficiency in transitions.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold will utilize the change engine process to implement, sustain, monitor and refine systems for the identification of essential intervening standards, the assessments used to determine mastery of these standards in advance of the current unit and a process for providing extension opportunities as part of tier I instruction and intervention/remediation through tier II instruction.  <b>Evidence of Desired State:</b> Increased Mastery of Content Increased Teacher Capacity for High Yield and High Quality Learning Experiences Increase Agency and Ownership of Learning by the Student, Parent and Teacher  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

**Strategy 1:** Implement and sustain PLC habits that ensure that evidence is acquired.

**Staff Responsible:** Brandon Jayroe, Nathan Boone, Andrea Skidmore, Content Leads

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 2:** Partner with Jordan Folks to implement and sustain systemic protocols for supporting teachers in reinforcing recognized strengths in extending learning and refining identified areas of need for staff in extending learning.

**Staff Responsible:** Brandon Jayroe, Staci Schuler, Jordan Folks

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 3:** Student Learning and Progress Team Goal - Student Learning and Progress will foster a culture of academic excellence by implementing and refining campus processes based on staff feedback and observed student outcomes, continuously adapting instructional strategies and processes to meet teacher needs and enhance student understanding and achievement.

Action Steps:

We will gather feedback from staff regularly and adjust or create processes to campus needs.

Refining FOCUS Time to meet student needs and ensure time is valuable to all parties.

We will support the campus in building value into learning experiences, fostering a culture of academic excellence.

**Staff Responsible:** Brandon Jayroe, Ashlyn Taylor

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 4:** Math Goal - By Dec. 5, 70% of students will demonstrate proficiency in key math concepts based on EIS as measured by formative assessments.

Action Steps:

Student performance will be analyzed

We will implement targeted interventions, including small group instruction and individualized support during Focus Time

Reassess before Dec. 5

**Staff Responsible:** Brandon Jayroe, Nikki Johnston, Nathan Boone

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 5:** Reading Language Arts Goal - The language arts department will focus on student assessment data by determining a process for data reflection within our content, dedicating PLC time each unit for data discussion, and working to embed student support within each GISD unit based on assessment outcomes.

**Staff Responsible:** Brandon Jayroe, Chelsey Cabarrubias

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 6:** Science Goal - We will analyze student performance data from CFAs and summative assessments to identify learning gaps and to create intervention groups and lessons that improve student mastery of each EIS by May 2025.

Action Steps:

Create CFAs for each EIS.

Analyze data from CFA to create Tier 1 prevention groups.

Analyze data from summative assessments to select Tier 2 intervention (FOCUS Time) students.

Create Tier 2 intervention lessons for each EIS.

**Staff Responsible:** Brandon Jayroe, Amy Draeger

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 7:** Social Studies Goal - We will collaborate on creating a variety of assessments that accurately assess our EIS-s in a way that supports all students.

Action Steps:

Ensure that we're using verbs and assessing based on them

(at the level of the TEKS)

**Staff Responsible:** Brandon Jayroe, Kristin Hendricks, Nathan Boone

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

## Strategic Priority Area 1: Student Learning, Growth and Progress

**Strategic Objective 2:** In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

**Change Decision:** Minor Change

**Desired State:** Benold will maintain an campus-wide multi-tiered support system for all students.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold will maintain an campus-wide multi-tiered support system for all students.  <b>Evidence of Desired State:</b> Increased Staff Ownership of Students, Solutions and Processes that are Utilized for Success  <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

**Strategy 1:** Benold will utilize an Multi-Tiered Support System meeting every Thursday to address individual students' needs.

6TH GRADE - The 6th-grade team will support students and continue to monitor progress through multiple strategies throughout the school year by 6th-grade teachers will use parent contact and staff mentorship to support students and each other.

6th-grade teachers will use academic support time before/after school or during Advisory Time

6th-grade teachers will display intentionality in how and when we discuss students.

7TH GRADE - The 7th grade team will support students and continue to monitor progress through multiple strategies such as parent contact, staff mentorship, academic support time before/after school or during FOCUS Time and allowing for intentionality in how and when we discuss students.

8TH GRADE - The 8th-grade team will promote a positive school culture, increase student engagement/achievement by fostering effective communication and collaboration among teachers, specialists, and families by 8th-grade teachers will use ParentSquare, email, and phone calls to foster communication and collaboration.

8th-grade teachers will recognize and celebrate successes and improvements of students.

8th grade teachers will foster a system for ongoing support and feedback with students.

**Staff Responsible:** Anika Guerrero, Cara Jackson, Jessica Bailey, Brandon Jayroe





**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Evidence of Progress Toward Objective 2 Details		Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Benold will maintain individual goals for student learning in each department. <b>Evidence of Desired State:</b> Increased Proficiency and Mastery of Foundational Skills in Each Content; Measurable Growth in Learning  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 1:** Art Goal - Engage with the community and include opportunities for students to participate in art shows.

**Staff Responsible:** Brianna Timourian, Christina Gonzalez, Brandon Jayroe, Nathan Boone

**Collaborating Departments:** Fine Arts

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 2:** Theatre Goal - The theater will create opportunities for student growth by creating specific lesson plans with coordinating assessments that track more accurate student data. Incorporating more language arts and STEM skills into the lessons.

Action Steps:

Create Lesson Plans for Each Quarter

Create Assessments to coordinate with each lesson plan unit

Track data to show student growth

**Staff Responsible:** Olin Meadows, Brandon Jayroe, Nathan Boone

**Collaborating Departments:** Fine Arts

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 3:** Choir Goal - Choir will explore different ways of effective rehearsal technique/methods to increase efficiency and provide opportunities for differentiation and tracking student progress and growth.

Action Steps:

Regular assessments by recording that can be used to track musical growth.

Using learning tracks, electing section leaders, leading sectionals.

Digital Solo Audition Submission that can be measured.

**Staff Responsible:** Bryan Pulver, Nathan Boone, Brandon Jayroe

**Collaborating Departments:** Fine Arts

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 4:** Orchestra Goal - Orchestra will increase retention and provide technique support for students including scales and bow technique to support their playing. Another goal is to provide additional time with before or after school sectionals.

Action Steps:

-Retention: Create engaging lessons for students to think about playing together as a method of collaboration, creating leadership roles like principals taking ownership of sections.

-Technique: Support technique with before/after school sectionals for tricky parts or support with left or right hand technique. LH:shifting, intonation, RH: bow usage, pressure, speed etc. LH and RH: Scales and playing in tune.

**Staff Responsible:** Ami Arras, Nathan Boone, Brandon Jayroe

**Collaborating Departments:** Fine Arts

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 5:** Band Goal - Band will collaborate better with all co-directors to ensure that all band members, regardless of instrument or classification level, are meeting specific and consistent TEKS and skills by a set timeline.

Action Steps:

-Specific TEKS/skills will be selected, appropriate for each level

-Timeline will be created, discussed, and enforced between co-directors



-Regular tracking of data to ensure timeline is being followed

**Staff Responsible:** Zach Cheatham, Kristina Leach, Nathan Boone, Brandon Jayroe

**Collaborating Departments:** Fine Arts

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 6:** Special Education Goal - Special Education team will enhance student learning by fostering collaborative spirit among Gen Ed and all SpEd programs by co-developing learning strategies, both academic and SEL, for all our students.

Action Steps:

Connecting Resource to Gen Ed to modify curriculum

Current research on what is working for students served in SpEd (differentiated for sub- departments)

Data around accommodations to slow release from ones that are underutilized

Trying new models/processes based on learning as a team

**Staff Responsible:** Brandon Jayroe, Priscilla Caldwell, Christy Farmer

**Collaborating Departments:** Special Education

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 7:** ESL/EB Goal - Improve vocabulary comprehension and usage.

By the end of the semester, students will increase their ability to understand and use 50 new vocabulary words in context, as measured by their performance on vocabulary quizzes and their usage in written and spoken activities.

Action Steps: Vocabulary Quizzes: Quizzes will test students on the new vocabulary words. Success is defined as achieving at least 80% accuracy on these quizzes.

Contextual Usage: Students will use vocabulary words in written sentences and spoken activities.

**Staff Responsible:** Brandon Jayroe, Andrea Skidmore, Ms. Velez Montes, Ms. Rivera

**Collaborating Departments:** Federal Programs

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 8:** Dyslexia Goal - Dyslexia intervention will strengthen students' reading, writing, and spelling skills to be generalized in the classroom by providing spiral reviews and remediation of mastery checks. By the end of the 2024-2025 school year, all students will score at least 80% on mastery checks, and most seventh graders and all eighth graders will move to monitor status.

Action Steps:

Dibels Fluency Monitoring every week

Grade appropriate Sight Words once a month

Grade appropriate Spelling Quiz once a month

Biweekly Student Goals review and monitor

**Staff Responsible:** Brandon Jayroe, Michele Patterson

**Collaborating Departments:** Dyslexia

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 199 General Fund, SCE

**Strategy 9:** Digital Media Goal - Creative environment to facilitate students interest in pursuing one of the 14 educational pathways that incorporate digital media

Action Steps:

Project based, using a variety of applications in the areas of photography, videography, audio and other content creations

**Staff Responsible:** Nathan Boone, Tyler Noles, George Hauser

**Collaborating Departments:** CTE

**Balanced Scorecard Strategic Action:**

Yes

**Funding Sources:** - 199 General Fund, SCE

**Strategy 10:** Computer Science Goal - Students will be able to learn the different types of computer programming skills and be able to create their own code

to publish.

**Staff Responsible:** Nathan Boone, Ashley Brown

**Collaborating Departments:** CTE

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 11:** Instructional Tech Apps Goal - Students will be introduced to multiple forms of technology to grow their interest in mastering the skills.

**Staff Responsible:** Nathan Boone, Ashley Brown

**Collaborating Departments:** CTE

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 12:** Spanish I Goal - Students will be able to interact with each other by being able to introduce themselves and others in their class.

**Staff Responsible:** Andrea Skidmore, Alan Medina

**Collaborating Departments:** Federal Programs

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 13:** Spanish II Goal - Have students improve in listening, writing, reading , and speaking.

**Staff Responsible:** Andrea Skidmore, Alan Medina, Marisol Solis

**Collaborating Departments:** Federal Programs

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 14:** Spanish III Goal - By the end of the school year, 80% of Spanish 3 students will be able to engage in conversations, express opinions, and write about familiar topics at the Intermediate Mid proficiency level.

Conduct 80-90% of class instruction in Spanish.

Action Steps:

Incorporate daily pair or group speaking activities that involve discussing familiar topics

Provide writing prompts on familiar topics, gradually increasing in complexity.

**Staff Responsible:** Andrea Skidmore, Alan Medina, Marisol Solis

**Collaborating Departments:** Federal Programs

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 15:** Spanish IV Goal - By the end of the school year, 85% of Spanish 4 students will demonstrate the ability to retain and apply learned language structures, vocabulary, and cultural knowledge to engage in extended conversations, present ideas, and write essays at the Intermediate High proficiency level.

Action Steps:

Integrate past content into new topics by using cumulative assessments and activities that combine multiple language skills.

Organize speaking activities that involve presenting arguments, describing complex situations, or analyzing cultural themes in detail.

Assign listening and reading activities followed by comprehension discussions, summaries, and opinion essays.

**Staff Responsible:** Andrea Skidmore, Alan Medina, Marisol Solis

**Collaborating Departments:** Federal Programs

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 16:** PE Goal - To develop PE into a routine oriented and productive experience that enhances student achievement

Action Steps:

Student's are to report to locker room to change and then find their assigned attendance spot (if they dress out or not, that data is recorded digitally to track student progress).

Students then report to stretch lines to execute their daily stretch routine. Students progress seen visually, and verbal feedback provided daily.

**Staff Responsible:** Brandon Jayroe, Matthew Allensworth, Lauren Sikes

**Collaborating Departments:** Athletics

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 17:** Girls' Athletics Goal - Implement more agility training in order to improve quickness and reaction time in sport.

Action Steps:

Agility ladders, low hurdles, jump ropes, etc. will be used at least once a week in off-season and periodically while in season.

There will be a progression in quickness when going through the above mentioned drills, and a decrease in mistakes or pauses.

**Staff Responsible:** Brandon Jayroe, Elizabeth Graham

**Collaborating Departments:** Athletics

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

**Strategy 18:** Boys' Athletics Goal - Athletes will increase knowledge of weight lifting techniques, terminology, safety, and purpose in order to better understand the why behind lifting and how lifting produces better athletes.

Action Steps:

Numerous check for understanding

Increase variety of lifts and better explain why each lift benefits the athlete

More discussion about how muscles work and how lifting improves athletic performance

**Staff Responsible:** Brandon Jayroe, James Hammack

**Collaborating Departments:** Athletics

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

## Strategic Priority Area 1: Student Learning, Growth and Progress

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

**Change Decision:** Maintain

**Desired State:** Benold students display high school and postsecondary success.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold will provide high school credit courses. <b>Evidence of Desired State:</b> Increased opportunities for exploration and learning at the high school level due to early accrual of credits in middle school.  <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Apr	July
	Effect Achieved	Effect Achieved		

**Strategy 1:** Benold will continue offering students the opportunity to gain high school credit through courses including Health, Professional Communications, Computer Science, Instructional Tech Apps and varying levels of Spanish.

**Staff Responsible:** Brandon Jayroe

**Collaborating Departments:** Counseling Services

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Connect high school to career and college

Evidence of Progress Toward Objective 2 Details	Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Benold will provide students and parents with information about high school learning opportunities. <b>Evidence of Desired State:</b> Increased Agency in Learning Pathways for the Entire Community  <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Strategy 1:** 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.

**Staff Responsible:** Jennifer Lugo, Amanda Smith, Brandon Jayroe

**Collaborating Departments:** Counseling Services

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Connect high school to career and college



Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Change Decision: Minor Change

Desired State: Benold will systemically assess, review and refine practices to maximize student learning and progress.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold will systemically assess student learning and progress. <b>Evidence of Desired State:</b> Benold will maintain a testing calendar that includes all testing (MAP, STAAR, STAAR Interim, District Benchmarks, PSAT, TELPAS, and local assessments), it will identify the protocols used campus-wide for a conducive testing environment, it will collect and analyze data in a manner that minimizes teachers' responsibility to populate data hubs while maximizing teachers' ownership of data, and it will respond to data through instruction in tiers I, II and III accordingly.  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

Strategy 1: Benold will create, implement and refine a testing calendar that includes all testing (MAP, STAAR, STAAR Interim, District Benchmarks, PSAT, TELPAS, and local assessments), it will identify the protocols used campus-wide for a conducive testing environment, it will collect and analyze data in a manner that minimizes teachers' responsibility to populate data hubs while maximizing teachers' ownership of data, and it will respond to data through instruction in tiers I, II and III accordingly.

Staff Responsible: Brandon Jayroe, Andrea Skidmore, All Content Leads

Collaborating Departments: Teaching, Learning and Assessment

Balanced Scorecard Strategic Action:  
Yes

TEA Priorities:  
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: - 199 General Fund, SCE

## Strategic Priority Area 2: Student and Staff Well-Being

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

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

**Change Decision:** Minor Change

**Desired State:** Benold students are treated with respect and are respectful to each other and to adults

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold will recognize systemically recognize students and staff. <b>Evidence of Desired State:</b> Strengthened identify amongst our campus community of habits, customs and beliefs that generate success. <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

**Strategy 1:** Benold will systemically recognize students through a blue ticket system on a daily basis with students being chosen each week as the "winners" of the blue ticket award done by a drawing. Students will be recognized monthly as students of the month based on the Capturing Kids' Hearts word of the month. Staff will be systemically recognized with staff shout outs that celebrate behaviors and connect with Learner Profile traits. Staff will be recognized monthly as staff of the month via elections.

**Staff Responsible:** Brandon Jayroe, Jessica Simpson, Kate Stevens

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE, - 461 Campus Activity Fund

Evidence of Progress Toward Objective 2 Details		Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Counselors are expected to implement a Comprehensive School Counseling Program framework. <b>Evidence of Desired State:</b> Increased effectiveness of school-wide counseling program  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

**Strategy 1:** Benold counselors will successfully implement a Comprehensive School Counseling Program framework.

**Staff Responsible:** Amanda Smith, Jennifer Lugo, Brandon Jayroe

**Collaborating Departments:** Counseling Services

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

**Strategy 2:** Counselors' Goal #1 - Our focus for the 2024-2025 school year is to increase student confidence through various experiences of connection with emotional intelligence, future readiness exploration, and restorative practices.

**Staff Responsible:** Amanda Smith, Jennifer Lugo, Brandon Jayroe

**Collaborating Departments:** Counseling Services





**Balanced Scorecard Strategic Action:**  
Yes

**Strategy 3:** Counselors' Goal #2 - We will focus on expanding our current work with the Effective Advising Framework team to build out future readiness skills and vertical alignment systems that connect students to opportunities that track student growth each year.

**Staff Responsible:** Amanda Smith, Jennifer Lugo, Brandon Jayroe

**Collaborating Departments:** Counseling Services

**Balanced Scorecard Strategic Action:**  
Yes

Evidence of Progress Toward Objective 3 Details		Reviews			
<b>Evidence of Progress Toward Objective 3:</b> Benold maintains a Student Well-Being Team. <b>Evidence of Desired State:</b> Increased student efficacy, ownership and sense of responsible in campus culture  <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Oct	Jan	Apr	July
		Effect Achieved	Effect Achieved		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Strategy 1:** Student Well-Being Goal: We will implement activities and school initiatives for the year that encourage student participation and increase school spirit and morale here at Benold. Working in the CKH model, we will use those strategies to develop a positive and encouraging environment.

**Staff Responsible:** Kate Stevens, Brandon Jayroe

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 461 Campus Activity Fund

Strategic Priority Area 2: Student and Staff Well-Being

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

**Change Decision:** Maintain but Consider a Change

**Desired State:** Benold staff express ownership, excitement and confidence with their work.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Benold provides faculty meetings. <b>Evidence of Desired State:</b> Increased Efficacy in Value and Ownership of Campus Needs  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

**Strategy 1:**  
Benold will utilize a monthly faculty meeting format that maximizes information sharing of work done by campus teams along with final decision-making authority by the entire staff regarding actionable items.

**Staff Responsible:** Brandon Jayroe, Jessica Simpson, Kate Stevens, Dina Urban, Ashlyn Taylor

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 461 Campus Activity Fund

Evidence of Progress Toward Objective 2 Details	Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Benold will maintain a Staff Well-Being team. <b>Evidence of Desired State:</b> Increased Identify of Our Organization and Clarity of Focus Leading to Increased Success  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Effect Achieved		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Increase team building opportunities  
Encourage time with other staff members during school hours

**Staff Responsible:** Brandon Jayroe, Jessica Simpson

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 461 Campus Activity Fund

## Strategic Priority Area 2: Student and Staff Well-Being

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

**Change Decision:** Maintain but Consider a Change

**Desired State:** Benold students express confidence and excitement in using our new space.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Effect Achieved		

**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.

**Staff Responsible:** Brandon Jayroe, Nathan Boone, Andrea Skidmore, Kandice Ellis

**Collaborating Departments:** Georgetown Police Department, GISD Operations

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

Evidence of Progress Toward Objective 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

**Strategy 1:** Crisis team members participate in training and preparation for immediate and extreme situations to respond to.

**Staff Responsible:** Brandon Jayroe, Nathan Boone, Kandice Ellis

**Collaborating Departments:** GISD Operations

**Balanced Scorecard Strategic Action:**

Yes

Evidence of Progress Toward Objective 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<b>Evidence of Progress Toward Objective 3:</b> Benold will maintain an expectation for practicing emergency drills. <b>Evidence of Desired State:</b> Expanded Staff capacity and planning for extreme situations; Increased staff confidence in being capable of facilitating emergency situations <b>Problem Statements:</b> Student Learning 3	On Track	On Track		

**Strategy 1:** Benold implements a schedule for practicing emergency drills and conducts after-action reviews to refine emergency response procedures.

**Staff Responsible:** Nathan Boone, Kandice Ellis

**Collaborating Departments:** GISD Operations, Georgetown Police Department

**Balanced Scorecard Strategic Action:**

Yes

Evidence of Progress Toward Objective 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<b>Evidence of Progress Toward Objective 4:</b> Benold recognizes the dynamics associated with the new facility layout. <b>Evidence of Desired State:</b> Expanded staff. staff and parent capacity and planning for situations impacting the facility and how the layout plays a part in this; Increased staff, student and community confidence in being capable of facilitating emergency situations <b>Problem Statements:</b> Student Learning 3	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Benold administration is working with GISD Operations, GPD and our community members to provide on-going information and dialogue about the new facility layout.

**Staff Responsible:** Brandon Jayroe, Wes Vanicek, Staci Saveska, Jimmy Jones

**Collaborating Departments:** Construction, GISD Operations, GPD

**Balanced Scorecard Strategic Action:**

Yes



**TEA Priorities:**

Recruit, support, retain teachers and principals

### **Strategic Priority Area 3: Staff Recruitment and Retention**

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

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

#### **Strategic Objective 1: GISD provides competitive compensation and benefits to employees.**

**Change Decision:** Maintain

**Desired State:** Benold is able to attract and retain high quality employees because of reasons including compensation and benefits.

### Strategic Priority Area 3: Staff Recruitment and Retention

**Strategic Objective 2:** Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

**Change Decision:** Maintain

**Desired State:** Benold will recruit, hire and retain high quality staff who model the vision, mission, beliefs and norms of the district successfully.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

**Strategy 1:** Implement a schedule for team meetings, agenda protocols, solutioning and review.

**Staff Responsible:** Brandon Jayroe, Ashlyn Taylor, Jessica Simpson, Kate Stevens, Dina Urban

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**





Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** - 461 Campus Activity Fund, - 199 General Fund, SCE

Evidence of Progress Toward Objective 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

Evidence of Progress Toward Objective 3 Details		Reviews			
<b>Evidence of Progress Toward Objective 3:</b> Benold will successfully implement a stipend plan utilizing the local (199) budget that provides compensation for additional department chairs beyond what the district designates and pays for, MTSS lead teachers, and four campus teams led by facilitators (also the representatives of the Solution Tree Guiding Coalition) and team members. <b>Evidence of Desired State:</b> Increased Agency Through Empowerment for Decision-Making <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Oct	Jan	Apr	July
		Effect Achieved	Effect Achieved		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Strategy 1:** Stipend funding will be set aside from the rest of the 199 budget and only used for staff compensation according to the stipend agreements.

**Staff Responsible:** Brandon Jayroe, Deanna Bingham

**Collaborating Departments:** Business Office

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Funding Sources:** - 199 General Fund, SCE

### **Strategic Priority Area 3: Staff Recruitment and Retention**

**Strategic Objective 3:** In GISD, professional learning communities thrive across the organization.

#### Strategic Priority Area 4: Community and Connectivity

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

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

**Change Decision:** Maintain

**Desired State:** Parents, students and staff express satisfaction with information sharing throughout the school year.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Standardized Test Results Reporting Including STAAR, MAP, PSAT <b>Evidence of Desired State:</b> Increased Awareness of Student Performance; Increased Connectedness to Campus Work <b>Problem Statements:</b> Demographics 1 - Student Learning 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

**Strategy 1:** Periodic communication via campus newsletter and social media of assessment reporting.

**Staff Responsible:** Brandon Jayroe, Andrea Skidmore

**Collaborating Departments:** Teaching, Learning and Assessment

**Balanced Scorecard Strategic Action:**  
Yes

**TEA Priorities:**  
Recruit, support, retain teachers and principals

Evidence of Progress Toward Objective 2 Details		Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Community Communications Via Skyward, Parent Square and Social Media Regarding Specific Circumstances <b>Evidence of Desired State:</b> Increased Awareness of School Issues; Increased Connections Between School and Home <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		



No Progress



Accomplished



Continue/Modify



Discontinue

### Strategy 1: Daily Social Media Posts

**Staff Responsible:** Brandon Jayroe, Dina Urban

**Collaborating Departments:** Communications

**Balanced Scorecard Strategic Action:**  
Yes

### Strategy 2: Weekly Parent Square Posts Including a Student Newsletter and Parent Newsletter

**Staff Responsible:** Brandon Jayroe

**Collaborating Departments:** Communications

**Balanced Scorecard Strategic Action:**  
Yes

## Strategic Priority Area 4: Community and Connectivity

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

**Change Decision:** Maintain

**Desired State:** Community members express satisfaction with the relationship maintained with GISD staff and school board trustees.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Periodic Events Coordinated/Attended to Maintain Connections to Other Stakeholders in GISD  <b>Evidence of Desired State:</b> Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

**Strategy 1:** Continue collaborative dialogue with parents, staff and community members through monthly PTA and PTA Council meetings.

**Staff Responsible:** Brandon Jayroe, Leslie Branon, Crystal Jacobs

**Collaborating Departments:** Chief of Staff, Communications

**Balanced Scorecard Strategic Action:**  
Yes

Evidence of Progress Toward Objective 2 Details	Reviews			
<b>Evidence of Progress Toward Objective 2:</b> Continue collaborative efforts with Benold Dads through Bear Watch  <b>Evidence of Desired State:</b> Increased engagement, presence and participation with Benold Dads  <b>Problem Statements:</b> Demographics 1 - Student Learning 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

**Strategy 1:** Attract, Engage and Retain male volunteers to help supervise events before the school day.

**Staff Responsible:** Brandon Jayroe, Dina Urban

**Collaborating Departments:** Communications

**Balanced Scorecard Strategic Action:**  
Yes



**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 461 Campus Activity Fund

Evidence of Progress Toward Objective 3 Details		Reviews			
<b>Evidence of Progress Toward Objective 3:</b> Utilize the Site Based Decision Making Team to vet district and campus initiatives.  <b>Evidence of Desired State:</b> Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions  <b>Problem Statements:</b> Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Apr	July
		Effect Achieved	Effect Achieved		

**Strategy 1:** Periodic meetings with implemented agenda protocols to review campus planning.

**Staff Responsible:** Brandon Jayroe


**Balanced Scorecard Strategic Action:**


Yes


**TEA Priorities:**


Recruit, support, retain teachers and principals

Evidence of Progress Toward Objective 4 Details		Reviews			
<b>Evidence of Progress Toward Objective 4:</b> Benold will provide a District Performance Committee representative to engage in collaborative solutioning at the district level.  <b>Evidence of Desired State:</b> Increased engagement between GISD and Benold stakeholders in recognizing important topics and solutions  <b>Problem Statements:</b> Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	Effect Achieved		

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Attend scheduled DPC meetings and collaborate and communicate with the home campus accordingly.

**Staff Responsible:** Brandon Jayroe, Cheryl Collie

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Minor Change

Desired State: Parents and community members express satisfaction with their experiences with Benold.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Periodic Events Held on Campus for Parents and Community Members to Attend  <b>Evidence of Desired State:</b> Increased Attendance and Positive Feedback Related to These Opportunities  <b>Problem Statements:</b> Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Strategy 1: Continue collaborative dialogue with parents, staff and community members through monthly Sonic Happy Hour with the Principal.

Staff Responsible: Brandon Jayroe, Dina Urban

Balanced Scorecard Strategic Action:  
Yes

TEA Priorities:  
Recruit, support, retain teachers and principals

Funding Sources: - 461 Campus Activity Fund

Strategy 2: Quarterly "New To" Meetings for Parents/Guardians Who are New To GISD, Texas, and/or Benold to Help Acclimate

Staff Responsible: Brandon Jayroe, Dina Urban

Balanced Scorecard Strategic Action:  
Yes

TEA Priorities:  
Recruit, support, retain teachers and principals

Funding Sources: - 461 Campus Activity Fund

**Strategy 3:** Sustain a Community and Connectivity Team Working to Accomplish:

- Provide opportunities for parents and community members to volunteer on campus
- Communicate through different platforms to inform parent and community members
- Act as a liaison to connect district and community relationships with Benold

**Staff Responsible:** Brandon Jayroe, Dina Urban

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** - 461 Campus Activity Fund

# Campus Funding Summary

199 General Fund, SCE						
Strategic Priority Area	Strategic Objective	Evidence of Progress Toward Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1			\$0.00
1	1	1	2			\$0.00
1	1	1	3			\$0.00
1	1	1	4			\$0.00
1	1	1	5			\$0.00
1	1	1	6			\$0.00
1	1	1	7			\$0.00
1	2	2	1			\$0.00
1	2	2	2			\$0.00
1	2	2	3			\$0.00
1	2	2	4			\$0.00
1	2	2	5			\$0.00
1	2	2	6			\$0.00
1	2	2	7			\$0.00
1	2	2	8			\$0.00
1	2	2	9			\$0.00
1	2	2	10			\$0.00
1	2	2	11			\$0.00
1	2	2	12			\$0.00
1	2	2	13			\$0.00
1	2	2	14			\$0.00
1	2	2	15			\$0.00
1	2	2	16			\$0.00
1	2	2	17			\$0.00
1	2	2	18			\$0.00
1	4	1	1			\$0.00

199 General Fund, SCE						
Strategic Priority Area	Strategic Objective	Evidence of Progress Toward Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1			\$0.00
2	1	2	1			\$0.00
3	2	1	1			\$0.00
3	2	3	1			\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$66,707.00
+/- Difference						\$66,707.00
461 Campus Activity Fund						
Strategic Priority Area	Strategic Objective	Evidence of Progress Toward Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	1			\$0.00
1	2	2	2			\$0.00
1	2	2	3			\$0.00
1	2	2	4			\$0.00
1	2	2	5			\$0.00
1	2	2	17			\$0.00
1	2	2	18			\$0.00
2	1	1	1			\$0.00
2	1	3	1			\$0.00
2	2	1	1			\$0.00
2	2	2	1			\$0.00
3	2	1	1			\$0.00
4	2	2	1			\$0.00
4	3	1	1			\$0.00
4	3	1	2			\$0.00
4	3	1	3			\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$1,000.00
+/- Difference						\$1,000.00

461 Campus Activity Fund						
Strategic Priority Area	Strategic Objective	Evidence of Progress Toward Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted						\$67,707.00
Grand Total Spent						\$0.00
+/- Difference						\$67,707.00