Georgetown Independent School District

Benold Middle School

2020-2021 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.

Table of Contents

Goals

Goal 1: 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 Sources: Parent, Student and Staff Survey Data; Formative and Summative Data Points

Strategy 1: Refine systems and structures that increase practices for pursuing learning personal ownership and inquiry. This will include: Student Clubs will be conducted once per week on an adjusted schedule to extend Advisory, students will use Friday Advisory to pursue Genius Hour independent study in the first semester (second semester will include a format for passion projects building to capstone projects), each department will create and make progress in two goals for the year: 1. Focusing on increasing ownership of the staff in their department. 2. Focusing on increasing students' self-knowledge and personal responsibility or increasing students' practices for obtaining knowledge through inquiry and exploration, and staff will participate in monthly faculty meetings focusing entirely on professional learning as designed by each department driven by their collective progress in their goals.	Reviews			
	Formative			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased independent learning opportunities and experiences with greater agency				
Staff Responsible for Monitoring: All Staff				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4				
Funding Sources: - 199 General Fund, SCE				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** Historically, strategic compliance has

been the accepted measure for learning by all stakeholders.

Student Learning
Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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

Performance Objective 2: Benold will develop and sustain habits for building agency in tier I learning experiences with a focus on improved mastery for Hispanic, White, students with two or more races, Economically Disadvantaged, English Learners, Special Education students.

Evaluation Data Sources: Staff Survey Data; Lesson Plan Review; Lesson Observation; Critical Friends protocol; End of Unit Data Reflections; Pre/Post Unit Surveys

Strategy 1: Surveys/Feedback: Sustain expectations for consistent practices of survey/feedback at the beginning and end of each unit for self-reflection and opportunities for student self-advocacy. Sustain expectations for consistent practices of teachers reviewing and adjusting learning opportunities based on student survey feedback to increase agency while also personalizing based on students' needs.	Reviews			
	Formative			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased student performance, Increased awareness and response to students' individual needs				
Staff Responsible for Monitoring: Grade Level Chairs, Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **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				
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4				
Funding Sources: - 199 General Fund, SCE				
Strategy 2: Goal-Setting: Implement goal-setting and individual department units and expected learning/growth outcomes by students. Implement grouping strategies during learning experiences that reflect students' prior knowledge, goal-setting and interests in learning within individual units of study.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased individualized progress on summative assessments	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: All staff				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4				
Funding Sources: - 199 General Fund, SCE				

Strategy 3: True Accountability Cohort: Establish campus-wide competency and goals for a standards-based assessment system as part of the True Accountability Cohort 1.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Creation of a model system for assessment which reflects district/campus values and monitors for mastery of content and growth in Learner Profile attributes.	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Administration; Teaching and Learning Team				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4				
Funding Sources: - 199 General Fund, SCE				

Strategy 4: SEL Cohort: Establish campus-wide competency and goals for social-emotional wellness, individualized support and self-advocacy as part of the Social-Emotional Learning Cohort 2.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Year 1 - Sustain campus-based awareness of Cultural Humility, Trauma-Informed Science and the Three Signature Practices (Welcoming Rituals, Engaging Practices, Optimist Closures)	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Administration, Counselors, Safety, Health & Wellness Team				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3 - Perceptions 3				
Funding Sources: - 199 General Fund, SCE				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Benold struggles to address learning needs of minority student sub-populations, such as Gifted Learners, Economically Disadvantaged, At-Risk, Special Education and English Language Learners. **Root Cause:** Historically, the perception of success has masked status quo performance allowing for authentic and diverse learning opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.
Student Learning
Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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

Performance Objective 3: Department specific goals will be established and monitored to increase the quality and quantity of relevant and engaging student learning opportunities.

>   **Evaluation Data Sources:** SMART goals will be established and maintained through quarterly review and adjustment.

Strategy 1: FINE ARTS - Theatre Arts - Goal #1 - Cross-curricular: Work with core teachers on what dramatic works they are referencing in their curricular and include it in my lessons. - Goal #2 - Teachers will work with students so that students will learn how to receive feedback during rehearsal for performance and apply it to improve their performance.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased Student Agency in Core Instruction and Increased Skill Development in Theatre	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Maricela Gomez, Kera Wright, Natasha White				
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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2, 3 - Perceptions 2, 3				
Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 2: FINE ARTS - Band - Goal #1 - Band staff will more evenly delegate and share tasks for all aspects of running the program. - Goal #2 - Students will increase their skills/knowledge through inquiry and exploration by learning and performing music that they are personally interested/invested in with the help and guidance of the band staff.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Maricela Gomez, Kristina Leach, Zach Cheatham				
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2, 4				
Funding Sources: - 199 General Fund, SCE, - 461 Campus Activity Fund				

Strategy 3: FINE ARTS - Choir -Goal #1 - Staff Based: Choir staff focus will be on collecting new teaching tools that take advantage of technology. We will create resources that can be used in future years and introduce students to new things.; Goal #2 - Student-Based: Students learn to explore and connect to music in new ways. Students learn to use music as a therapy and learn how to share it with others even during a pandemic.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency in Choir.

Staff Responsible for Monitoring: Maricela Gomez, Bryan Pulver, Jason Gallardo

Title I Schoolwide Elements: 2.5, 2.6 - **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

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

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

Strategy 4: FINE ARTS - Art -Goal #1 - Integrate more art lessons with other subjects, especially art/history :(1) two major projects; per student; published in an online format. - Goal #2 - Student Growth: Online art portfolio for each student; student knowledge/exploration of an art history unit, inquiry of historical artists using multimedia techniques.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased student agency in Art

Staff Responsible for Monitoring: Maricela Gomez, Christina Gonzalez, Kathleen Kuhrt

Title I Schoolwide Elements: 2.5, 2.6 - **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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

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

Strategy 5: FINE ARTS - Orchestra -Goal #1 - Enter grades each week into Skyward so that the work done in Google Classroom is more synched to the grades posted (consequently the email updates the families receive). - Goal #2 - Students will explore the skills they need to adapt to changing performance spaces, changing personnel in their class, and the impact it has on their performance, discovering ways they can persevere through a changing environment without sacrificing their own contributions.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Qualitative and quantitative feedback in measuring student progress

Staff Responsible for Monitoring: Maricela Gomez, Kathryn Dane

Title I Schoolwide Elements: 2.5, 2.6 - **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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 2, 4

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

Strategy 6: Science - Goal #1 - Teachers will differentiate instructions, to meet diverse student needs of both in person and remote learners. ... How are we helping students grow? In person vs remote learners; Goal #2 - Teachers will differentiate instructions, to meet diverse student needs of both in person and remote learners.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Use of Unit Goal Setting Form (8th Grade Example)
Students evaluate their own level of understanding at the start of a unit, then at the end they re-evaluate
Students set a current unit goal and explain how they will meet that goal.
End of unit reflections

Strategy's Expected Result/Impact: Increased Staff/Program Capacity; Increased Student Ownership

Staff Responsible for Monitoring: Nathan Boone, Michelle Champion

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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 7: SOCIAL STUDIES - Goal #1 - The Benold Social Studies department will continue to focus on increasing and improving vertical alignment, both reinforcing concepts for students while also emphasizing the interrelated nature of Social Studies across different locations and time periods.; Goal #2 - As students are required to become more and more responsible for their own learning under this year's unique circumstances, teachers should be focusing on providing students with the tools they need to understand and evaluate their own progress and achievement while remaining open and available to assist all learners.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased Staff Capacity; Increased Student Agency

Staff Responsible for Monitoring: Maricela Gomez, Jimmy Murray

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **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 - **Comprehensive Support Strategy**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 8: Math - Goal #1 - Benold Math Department will utilize differentiated practices for both remote and in person learners to increase student ownership of learning. Teachers will provide activities that will develop student self-responsibility while increasing students' knowledge of math.; Goal #2 - Benold Math Department will increase student ownership of learning by providing activities that develop student self-responsibility while showing growth of our students. Student growth will be measured through term grades, STAAR growth, and NWEA MAP MOY and EOY data.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased Staff/Program Capacity; Increased Student Agency **Staff Responsible for Monitoring:** Brandon Jayroe, Sydney Q. Patrick **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 - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 **Funding Sources:** - 199 General Fund, SCE	**Dec**	**Mar**	**May**	**Aug**

Strategy 9: Reading Language Arts - Benold RLA department will interpret and utilize data to inform appropriate differentiation between PAP and on-level classes.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency **Staff Responsible for Monitoring:** Brandon Jayroe, Cynthia Sokoff **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 - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4 **Funding Sources:** - 199 General Fund, SCE	**Dec**	**Mar**	**May**	**Aug**

Strategy 10: PE - Goal #1 - Continuously give feedback in an effort to increase coaching/teaching within limited class times. This will increase the ownership of the area of our influence by maximizing time restraints. ; Goal #2 -Students will create and track personal goals in fitness, classroom, and personal wellness. This will increase our student's growth in self-knowledge & personal responsibility.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency in PE **Staff Responsible for Monitoring:** Brandon Jayroe, Elizabeth Graham **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - 199 General Fund, SCE	**Dec**	**Mar**	**May**	**Aug**

Strategy 11: Special Education - Goal #1 -We will collaborate and be intentional in planning and awareness of the class culture and instruction where each adult in each classroom feels like and contributes like a meaningful partner in education.; Goal #2 - We will increase student ownership by empowering students to participate in class and create goals for themselves throughout the year.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased Staff Capacity; Increased Student Agency

Staff Responsible for Monitoring: Nathan Boone, Ashlyn McKenzie

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 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2, 3 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 12: Project Lead the Way - Gain a better understanding of the information for each of the different courses and create ways to teach it so that it is engaging and easy to understand.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased staff/program capacity

Staff Responsible for Monitoring: Maricela Gomez, Terri Henry

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 13: College and Career Readiness - Goal #1 - Provide constant input and discussion towards the possibilities each student has for their future. Open dialog for students to pursue their goals.; Goal #2 -Create student awareness of possible college and career choices and opportunities by investigating through projects their potential education and career futures.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency

Staff Responsible for Monitoring: Maricela Gomez, George Hauser

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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 14: Athletics - Goal #1 - All coaches on staff will continue to take on tasks that they normally have not done in an effort to learn more about how a program runs from top to bottom. This will increase our ownership of the area of our influence.; Goal #2 - Students will create and track personal goals in fitness, classroom, and personal wellness. This will increase our student's growth in self-knowledge & personal responsibility.	**Reviews**			
	Formative			**Summative**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increased staff/program capacity; Increased student agency

Staff Responsible for Monitoring: Nathan Boone, James Hammack, Nicole Zavala

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 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

Strategy 15: Personalized Learning Path - Goal #1 - PLP instructors will create projects, activities, and lessons that are authentic & relevant and which have real-world applications. These will also strive to feature interdisciplinary aspects to reinforce and extend what students are learning in other contents.; Goal #2 - By incorporating Passion Projects throughout the year, PLP instructors will provide students the opportunity to obtain knowledge through inquiry and exploration, adapt and persevere, and develop self-knowledge and personal responsibility.	**Reviews**			
	Formative			**Summative**
	Dec	**Mar**	**May**	**Aug**

Inquiry & Exploration: Students choose an area of focus to learn more about/master by creating a SMART Goal.
Adapt & Persevere: Students will work through any issues that arise in pursuing their passion in a remote/in-person setting in the time of COVID-19.
Self-Knowledge & Personal Responsibility: Students will create their own timeline and goal to ensure their goals are timely.

Strategy's Expected Result/Impact: Increased Staff/Program Capacity; Increased Student Agency in Learning

Staff Responsible for Monitoring: Brandon Jayroe, Jason Granger, Kyle Marquis

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 - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 2, 3, 4

Funding Sources: - 199 General Fund, SCE

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

Performance Objective 3 Problem Statements:

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

opportunities to be perceived as a threat.
Problem Statement 2: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

Student Learning

Problem Statement 1: Benold struggles to systemically grow each and every student academically. **Root Cause:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** 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:** Historically, strategic compliance has been the accepted measure for learning by all stakeholders.

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

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

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

Strategy 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	Reviews			
Strategy's Expected Result/Impact: Affirmation will increase capacity for visualizing success and develop the habit of peer recognition	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration; Student Incentives Committee	Dec	Mar	May	Aug
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Funding Sources: - 199 General Fund, SCE				

Strategy 2: Grade Level Bulletin Boards will be used to increase information sharing amongst students and staff.	Reviews			
Strategy's Expected Result/Impact: Increased Awareness of Campus Initiatives	**Formative**			**Summative**
Staff Responsible for Monitoring: All Staff	Dec	Mar	May	Aug
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Funding Sources: - 199 General Fund, SCE				

Strategy 3: The Benold Bulletin will be used to communicate with staff and parents weekly.	Reviews			
Strategy's Expected Result/Impact: Increased Awareness of Campus Initiatives	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Mar	May	Aug
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4: What's Up Benold will be used as the weekly staff newsletter.	Reviews			
Strategy's Expected Result/Impact: Increased Awareness of Campus Initiatives	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Mar	May	Aug

Strategy 5: Morning Announcements will be student-led and provide recognition and well as identification of upcoming initiatives.	Reviews			
Strategy's Expected Result/Impact: Increased recognition and awareness of campus initiatives	**Formative**			**Summative**
Staff Responsible for Monitoring: Mitzi Hughey; Campus Administration	Dec	Mar	May	Aug

Strategy 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.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Increased recognition and awareness of campus initiatives	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Administration				
Title I Schoolwide Elements: 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				
Funding Sources: - 461 Campus Activity Fund				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Engage the community to become champions and advocates 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 Sources: PTA Meeting Agenda and Minutes

Strategy 1: Principal's Report will be provided at each PTA meeting.	Reviews			
Strategy's Expected Result/Impact: Increased awareness of campus initiatives by families.	Formative			Summative
Staff Responsible for Monitoring: Campus Principal	Dec	Mar	May	Aug
Title I Schoolwide Elements: 3.2				
Strategy 2: Principal's Q and A will be provided at each PTA meeting to ensure that opinions are solicited and clarification provided.	Reviews			
Strategy's Expected Result/Impact: Increased Trust Between Campus and Families	Formative			Summative
Staff Responsible for Monitoring: Campus Principal	Dec	Mar	May	Aug
Title I Schoolwide Elements: 3.2				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Performance Objective 3: Benold representatives will participate in the District Performance Committee to ensure connectedness with district initiatives.

    Evaluation Data Sources: Meeting Agenda and Minutes

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

Performance Objective 1: Benold will establish and sustain four campus teams to distribute decision-making for campus initiatives will engage in regular dialogue. These teams are: Teaching & Learning, Safety Health and Wellness, Staff Operations, and Student Operations.

Evaluation Data Sources: Team Agendas and Minutes; Staff Survey Data

Strategy 1: CLT will meet once a month to review areas of constraint that the campus can design around.			Reviews	
Strategy's Expected Result/Impact: Increased Empowerment and Accountability in Decision-Making		**Formative**		**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Mar**	**May**	**Aug**
Title I Schoolwide Elements: 2.4, 2.5 - **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 - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Traditional positions of authority including campus administration, department chairs, and team leads will participate in a weekly information sharing huddle in which no decision-making occurs but rather outcomes from teams are shared.

Evaluation Data Sources: Support Team Agendas and Minutes; Staff Survey Data

	Reviews			
Strategy 1: The Sunshine Committee will meet once per month do facilitate initiatives in developing relationships, respect and support amongst staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Collaboration and Respect Will Foster Further Trust in Student-Based Initiatives	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Michelle Champion; Campus Principal				

	Reviews			
Strategy 2: Student Incentives Committee will meet once per month to develop and sustain initiatives focusing on encouraging and recognizing student achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Engagement and Motivation to Serve as a Volunteer in Learning	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Terri Henry; Campus Principal				
Comprehensive Support Strategy				

	Reviews			
Strategy 3: Campus Emergency Operations Committee will meet once per month to review and collaborate on campus safety initiatives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Safety and Systemic Planning for Safety	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Assistant Principal; Campus Principal				

	Reviews			
Strategy 4: Benold will sustain a Process Champions Committee to address relational capacity as a campus and systems to improve student behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive climate including but not limited to improved student performance due to supportive learning environments and reductions in discipline referrals.	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Administration; Process Champion Committee Members				
Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

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

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

Performance Objective 3: Benold will implement and sustain a walk-through process of empowerment by allowing teachers choice in when their walk-throughs occur and what areas are focused on for feedback. All staff will schedule a minimum of one walk-through each quarter. This process will include a pre and post conference for collaboration and feedback.

    Evaluation Data Sources: Increased use of successful strategies incorporated into tier I instruction. ; Walk-Though artifacts

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

Performance Objective 4: Departments will create and maintain their own professional learning calendars which focuses on progress towards their departmental goal and incorporates each member as both facilitator and learner.

   Evaluation Data Sources: Qualitative and quantitative data identifying progress towards department goals. Meeting agendas and minutes.

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

Performance Objective 5: Campus Administration and Counselors will regularly engage in a process termed "rounding" in which answers are sought from all staff on: 1. What's working and not working? 2. How are you doing in working on your goal(s)? 3. Who is doing good work that needs to be recognized? 4. What resources do you need to better accomplish your goals? and then review this data on a weekly basis.

   Evaluation Data Sources: Weekly Data Review

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 expand 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 protocols.

Evaluation Data Sources: Design Team Agendas and Minutes; Teaming Agendas and Minutes; Professional Learning Agendas; Lesson Plan Review; Observational Data; Student and Staff Survey Data

Strategy 1: Professional Learning opportunities will be provided to all teachers, focused on the interdisciplinary team model, to establish and sustain capacity for understanding design.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Learning opportunities will be created which most accurately address the specific needs of each teamed cohort of students.	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Administration; Campus Design Team Members; Team Leads				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **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 - **Comprehensive Support Strategy**				
Funding Sources: - 199 General Fund, SCE				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 Sources:** 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

Strategy 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		Reviews		
		Formative		**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increased Communication with Students and Parents; Increased Student Response to Struggle Related to Academics and Attendance				
Staff Responsible for Monitoring: Team Facilitators; Campus Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **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 - **Comprehensive Support Strategy**				
Funding Sources: - 199 General Fund, SCE				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				