

*Benavides Independent School District*



## **Benavides Elementary School**

**Campus Improvement Plan**

**2018-2019**

*Each Benavides Independent School District's campus, faculty, staff, parents, and community work together to build a trusting environment in which each student is challenged to meet his/her fullest potential. A safe and orderly environment enhanced by innovative programs provides the opportunity for every student to become the achiever that we believe he/she can be.*

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# Benavides Independent School District

## Benavides Elementary School

2018-2019

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**Site Based Decision Making  
Committee**

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Benavides Independent School District  
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Site Based Decision Making Committee

Name	Position	Constituency	Signature
Sandra G. Perez	Principal		
Elliana Lopez	Counselor		
Sharon Daniels	Gen. Ed. Teacher		
Fawn Mann	Gen. Ed. Teacher		
Yesenia Hernandez	Gen. Ed. Teacher		
Veronica Cabriaes	Gen. Ed. Teacher		
Selma Saenz	Gen. Ed. Teacher		
Rosemary Almaraz	Para-Prof		
Clarisa Pena	Parent		
Marisa Dimas	Comm. Member		

Signatures of the committee signify endorsement of the District/Campus Improvement Plan.  
 This District/Campus Improvement Plan was approved by the School Board of Trustees on:

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**Elementary and Secondary  
Education Act (ESEA)**

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# Benavides Independent School

## Benavides Elementary School

2018-2019

### Elementary and Secondary Education Act (ESEA)

#### Goals and Indicators

#### Federal No Child Left Behind(NCLB)

1. **Performance Goal 1:** By 2019-2020, all students will reach high standards, at a minimum attaining a met standard or better in reading/language arts and mathematics.
  - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
2. **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining met standard or better in reading/language arts and mathematics.
  - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.



3. **Performance Goal 3:** By 2019-2020, all students will be taught by highly qualified teachers.
  - 3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
  - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development {as the term “professional development” is defined in section 9101 (34)}.
  - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified (See criteria in section 1119(c) and (d).)
4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the state.
5. **Performance Goal 5:** All students will graduate from high school
  - 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma,
    - disaggregate by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
  - 5.2 Performance indicator: The percentage of student who drop of of school,
    - disaggregate by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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**State Goals**

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# **Benavides Independent School**

## **Benavides Elementary School**

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### **State Goals**

#### **Public Education Academic Goals**

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

#### **The Career and Technology Education goals are:**

Each public school student shall master the basic skills and knowledge necessary for:

GOAL 1: Managing the dual roles of family member and wage earner; and

GOAL 2: Gaining entry level employment in a high-skill, high-wage job or continuing the student's education at the post secondary level.

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**District Mission Statement and  
Philosophy**

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# **Benavides Independent School District**

## **Benavides Elementary School**

2018-2019

### **District**

### **Mission Statement**

Benavides Independent School District will assure that every student develops their maximum capabilities and acquire a knowledge based on which to build lifelong learning, thus, enabling them to become responsible contributors to society.

### **Philosophy**

**Benavides Independent School District is committed to giving students the best education possible as preparation to meet their everyday problems and should make them realize that they must do their part as citizens in the community where they live. Above, everything else, they must develop a knowledge, and appreciation of their privileges and responsibilities in a free, democratic society**

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**District Goals**

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## **Benavides Independent School District**

### **Benavides Elementary School**

2018-2019

## **District Goals**

1. As a Professional Learning Community, Benavides Independent School District will continue to ensure learning for all students through high standards, effective teaching, and aligned curriculum.
2. As a Professional Learning Community, Benavides Independent School District will collaborate to ensure that EVERY Student will benefit from a financial accountability system that maximizes the effective management of district resources, aligns with instructional program goals, and complies with State Accountability Standards.
3. As a Professional Learning Community, Benavides Independent School District will collaborate to provide EVERY Student a safe and orderly environment.



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## Campus Goals

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## **Campus Goals**

**Identified Need:**

Increase student academic achievement in all core areas.

**1 Academic Achievement**

**Identified Need:**

Utilize the TCMPC curriculum to promote high order critical thinking skills and higher levels of student achievement.

**2 Curriculum**

**Identified Need:**

Maintain high student attendance to increase higher student achievement.

**3 Attendance**

**Identified Need:**

Maintain a positive means of communication with parents and community through various school activities.

**4 Parent/Community Involvement**

**Identified Need:**

Maintain a safe and disciplined environment for all students that is conducive to learning.

**5 Safe Schools**



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**Campus Performance Objectives**

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## Campus Performance Objectives

- Objective 1. Increase student academic achievement reflected in the Academic Performance Indexes including Student Achievement, Student Progress, Closing the Gap, and Post Secondary Readiness to 70% during the 2018-2019 school year.
- Objective 2. Increase Reading, Writing, Science, and Math scores to 80% on the STAAR test during the 2018-2019 school year including the category of Economically Disadvantaged.
- Objective 3. Increase student attendance by 2% during the 2018-2019 school year.
- Objective 4. Increase parental involvement by 10% during the 2018-2019 school year.

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**Campus Needs Assessment**

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**ENNAVIDES ELEMENTARY**

**PROMOTING EXCELLENCE**

**Campus Needs Assessment**

**2018-2019**

**FOCUS: The Process**

<p>January 29, 2018</p>	<ul style="list-style-type: none"> <li>• BISD administrators discussed and review the CNA process</li> </ul>
<p>February 2, 2018</p>	<ul style="list-style-type: none"> <li>• Initial meetings with staff to discuss CNA process</li> <li>• Committee formed</li> <li>• Data gathering began</li> </ul>
<p>February 2 – April 27, 2018</p>	<ul style="list-style-type: none"> <li>• Committee meetings continued data gathering</li> </ul>
<p>April 27, 2018</p>	<ul style="list-style-type: none"> <li>• Committees provided staff opportunities with input and discussed findings of the data gathering process from the various focus groups</li> <li>• Final draft of CNA</li> </ul>
<p>May 18, 2018</p>	<ul style="list-style-type: none"> <li>• Program Evaluations</li> <li>• Campus SBDM to present Campus Needs Assessment</li> </ul>



PROMOTING EXCELLENCE

## ENAVIDES ELEMENTARY

### FOCUS: Demographics

<b>STRENGTHS</b>	<b>SUMMARY OF NEEDS</b>
<ul style="list-style-type: none"><li>- Low student-teacher ratio 12-1</li><li>- High percentage of teachers with 10 or more years experience</li><li>- Low percentage of ELL students</li></ul>	<ul style="list-style-type: none"><li>- Reduce the high number of at-risk students</li><li>- Promote the G/T program to increase percentage of G/T students</li><li>- Increase staff development on strategies to help students with special needs in order to promote higher student success</li></ul>

Every Summary of Needs has to be in the CIPI