

*Benavides Independent School District*



## Benavides Secondary School

### **Campus Improvement Plan**

2018-2019

The Mission of the Benavides Independent School District is to assure that its students develop their maximum capabilities and acquire a knowledge base on which to build life-long learning, thus enabling them to become responsible contributors to society.

*Once an Eagle  
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# Benavides Independent School District

Benavides Secondary School

2018-2019

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**Site Based Decision Making  
Committee**

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**Benavides Secondary School  
SBDM Members  
2018-2019**

Raynaldo Perez	Chairperson
Leticia Cervantes	Non-Teaching Professional
Simon Saenz	Teacher
Valentin Sepulveda	Teacher
Rosa Ruiz	Teacher
Gracie Barton	Teacher
Rupert Canales	Teacher
Christy Sanchez	Paraprofessional
	Parent
Eva Pena	Community/Business Representative

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**Mission, Philosophy, Goals, and  
Objectives**

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

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# Benavides Independent School

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## Elementary and Secondary Education Act (ESEA)

### Goals and Indicators

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

1. **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency 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 proficiency 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.

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**State Goals**

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# **Benavides Independent 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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2018-2019

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**District Mission Statement and  
Philosophy**

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# **Benavides Independent School District**

Benavides Secondary 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 life-long 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 Secondary 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 and Performance  
Objectives**

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**Campus Needs Assessment**

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**ENAVIDES SECONDARY**

**PROMOTING EXCELLENCE**

**Campus Needs Assessment**

**2017-2018**





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PROMOTING EXCELLENCE

### FOCUS: The Process

January 29, 2018	<ul style="list-style-type: none"><li>• BISD administrators discussed and review the CNA process</li></ul>
February 2, 2018	<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>
February 2 – April 27, 2018	<ul style="list-style-type: none"><li>• Committee meetings continued data gathering</li></ul>
April 27, 2018	<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>
May 18, 2018	<ul style="list-style-type: none"><li>• Program Evaluations</li><li>• Campus SBDM to present Campus Needs Assessment</li></ul>



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PROMOTING EXCELLENCE

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**FOCUS: Demographics**

<b>STRENGTHS</b>	<b>SUMMARY OF NEEDS</b>
<ul style="list-style-type: none"><li>• Small class sizes</li><li>• Decreased in students who are At-Risk</li><li>• 61% of teachers have 11 or more years of teaching experience</li></ul>	<ul style="list-style-type: none"><li>• Need to increase student enrollment</li></ul>



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PROMOTING EXCELLENCE

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## FOCUS: School Context & Organization

<b>STRENGTHS</b>	<b>SUMMARY OF NEEDS</b>
<ul style="list-style-type: none"><li>• Small class sizes</li><li>• Provide accelerated instruction for students failing STAAR/EOC</li><li>• Offer different courses and electives with limited staff</li></ul>	<ul style="list-style-type: none"><li>• Need highly qualified staff in all areas</li><li>• More technology training</li></ul>



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PROMOTING EXCELLENCE

## FOCUS: Student Achievement/Curriculum & Instruction

<b>STRENGTHS</b>	<b>SUMMARY OF NEEDS</b>
<ul style="list-style-type: none"><li>• Standardized assessment data is gathered from PEIMS, AEIS reports, and campus summary reports.</li><li>• All students have been steadily making progress, yet, our students continue to show improvement in Algebra and Biology.</li><li>• Intervention programs include: Differentiated Instruction; EOC US History Lab; Writing, Science, and Reading Labs; and Trio Tutorials.</li><li>• Data available from DEMAC for targeted student identification and tutorials.</li></ul>	<ul style="list-style-type: none"><li>• The secondary campus would benefit from the purchase of a scantron machine to provide prompt results for teachers to plan tutorials.</li><li>• A common planning period in all content tested areas is requested.</li><li>• Tutorials and attendance must improve. Attendance rates are low for both tutorials and daily attendance.</li><li>• Lesson plans must be monitored, detailed, and current.</li><li>• Develop a plan to minimize cell phone use as a distraction in the classroom.</li><li>• 8<sup>th</sup> Social Studies – working chrome books; smart boards; field trips(Goliad)</li><li>• English Dept. – workbooks</li><li>• Math Dept. – Teacher’s Edition needed</li></ul> <p>Every Summary of Needs has to be in the CIPI</p>



PROMOTING EXCELLENCE

**ENAVIDES SECONDARY**

## FOCUS: School Culture & Climate

<b>STRENGTHS</b>	<b>SUMMARY OF NEEDS</b>
<p>Most of the student body feels that they can trust the faculty.</p> <p>Most of the student body feels the faculty can stop bullying.</p> <p>Most of the student body feel safe while at school.</p> <p>Student body feels faculty supports and makes student feels good about themselves.</p> <p>Faculty supports and encourages the students and want them to successful in life.</p>	<ul style="list-style-type: none"><li>• Continue training faculty and staff on how to identify an steps to take to prevent and stop bullying.</li><li>• Reduce as much excess noise as possible that may disrupt learning.</li><li>• Make better use of faculty and involve them more in making important decisions at school.</li><li>• Improve how student view the opinion of faculty.</li></ul>