

Georgetown Independent School District Strategic Plan

Benold Middle School

**Campus Improvement Plan
2008 – 2013**

“Pride In Excellence”

Campus 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.

**Leslie Michalik
Principal**

Adopted November 2008

(Benold Middle School) Campus Improvement Team

Teachers

Other campus-level professional staff and district-level professional staff

Parent Representatives

DAC Representative

Business Representatives

Community Representatives

Nicole Coronado
Terri Henry
Paula Rees
Cindy Travis
Staci Whittenton
Claudia Ibarra
Alison Bencivenga
Debi Crais
Victoria Szabuniewicz
Marvin Kramer
Siobhan Doss
Lindsey Lanoue
Patrick Mann

Leslie Michalik, Principal
Mary Beth Huba, Librarian
Syl Champion, Sp Ed Coordinator

Laura Morelli

Claudia Ibarra

Greg Henry

Eric Miller

Benold Overview

Benold Middle School has a rich tradition of outstanding academic achievement which is best exemplified in our motto, "Pride in Excellence."

Our school serves the following areas: parts of downtown, Serenada, everything west of Austin Avenue, south of University Avenue, and northwest Georgetown, down Williams Drive, near the lake

| | | |
|-------------------|--------------|------------------------------------|
| Total Enrollment: | 761 students | 251 6 th grade students |
| | | 265 7 th grade students |
| | | 245 8 th grade students |

| | | | |
|-----------------|-----------------------|-----------|--------------------------------|
| Subpopulations: | 70% White | Programs: | 8.2% Special Education |
| | 24% Hispanic | | 13.8% Gifted and Talented |
| | 4.4% African American | | 28% At Risk |
| | 1.3% Asian | | 3% LEP |
| | 0.3% Indian | | 30% Economically Disadvantaged |

Benold Middle School has made exceptional gains in all areas of the TAKS test in all subgroups over the past 4 years with many areas having double digit gains. We have currently received a "Recognized" rating by TEA, barely missing the "Exemplary" rating the past two years. All of our subgroups have received a 90% or better "Exemplary Status", passing rate in all TAKS tests except in the area of Science in the subgroups of all students (89%), Economically Disadvantaged (85%), Hispanic (82%) and African American (63%). Our faculty and staff are committed to maintaining the high academic achievement we received in all tested areas and our focus is to continue improvements in Science to meet the Exemplary status.

Science has shown improvements in all areas for the TAKS test, with Objectives 2 (living things) and Objective 5 (earth process) as the main areas targeted for improvement.

Our staff does a great job in utilizing data and identifying both class and individual student weaknesses from the previous TAKS test. From this information, we develop action plans for our "targeted" and "At Risk" students to help prepare them. Our staff puts forth the additional time through tutorials, "Academic Boot Camps," switching classes for specific instruction, ACCELL classes, learning power/tutorial classes, and many other interventions which have proven successful over the past few years.

We have a positive and dedicated faculty who puts forth the extra effort so that all children are successful. We believe in "Pride in Excellence."

Benold Middle School TAKS

| Performance Results | 2008 (PR) | 2007 (PR) | 2006 (PR) | 2005 (PR) | 2004 (*) | Change 04'-08' |
|-----------------------|--------------|--------------|--------------|--------------|-------------|-------------------|
| Reading/ELA | | | | | | |
| All Students | 98% | 98% | 95% | 95% | 91% | 7% |
| African American | 96% | >99% | 89% | 83% | 76% | 20% |
| Hispanic | 96% | 95% | 88% | 87% | 78% | 18% |
| White | 98% | 98% | 97% | 97% | 95% | 3% |
| Econ. Disadvantaged | 96% | 94% | 85% | 85% | 78% | 18% |
| Writing | | | | | | |
| All Students | 94% | 97% | 97% | 94% | 93% | 1% |
| African American | >99% | >99% | >99% | >99% | >99% | 0% |
| Hispanic | 93% | 97% | 98% | 87% | 85% | -1% |
| White | 94% | 97% | 97% | 97% | 95% | -1% |
| Econ. Disadvantaged | 92% | 93% | 95% | 83% | 83% | 9% |
| Social Studies | | | | | | |
| All Students | >99% | 98% | 98% | 91% | 89% | 10% |
| African American | >99% | >99% | 83% | 78% | 89% | 10% |
| Hispanic | 97% | 95% | 94% | 80% | 65% | 32% |
| White | >99% | >99% | >99% | 94% | 94% | 5% |
| Econ. Disadvantaged | >99% | 93% | 90% | 82% | 76% | 23% |
| Mathematics | | | | | | |
| All Students | 95% | 93% | 92% | 85% | 81% | 14% |
| African American | 91% | 89% | 88% | 63% | 52% | 39% |
| Hispanic | 91% | 91% | 84% | 74% | 60% | 31% |
| White | 97% | 94% | 94% | 88% | 88% | 9% |
| Econ. Disadvantaged | 91% | 86% | 82% | 72% | 59% | 32% |

* Prediction to Panel Recommendation for 2005 based on '04 TAKS scores

| Performance Results | 2008 (PR) | 2007 (PR) | 2006 (PR) | Change 06'-08' |
|---------------------|--------------|--------------|--------------|-------------------|
| **Science | | | | |
| All Students | 89% | 84% | 70% | 19% |
| African American | 63% | 60% | 50% | 13% |
| Hispanic | 82% | 74% | 43% | 39% |
| White | 92% | 87% | 80% | 12% |
| Econ. Disadvantaged | 85% | 60% | 44% | 41% |

** Campus not held accountable for 8th grade science scores until 2008

BENOLD MIDDLE SCHOOL NEEDS ASSESSMENT SUMMARY

Benold Campus Improvement Committee analyzed the following data sources to determine the specific areas for improvement for this plan:

- ◆ AEIS (TAKS) data '08
- ◆ RPTE results for ESL students
- ◆ PEIMS Drop-Out and At-Risk data
- ◆ Discipline Referrals '07-'08
- ◆ Attendance Rates
- ◆ Informal data / comments from a variety of sources including parents, teachers, and community
- ◆ PRIDE committee recommendations for duty responsibilities and student behavior
- ◆ PTA/Committee recommendations
- ◆ Scheduling Committee recommendations
- ◆ Team Leaders and Department Chairs

Campus TAKS scores for '08 showed progress in all areas, with all subgroups having a passing rate of 90% or better except for African American with 63% and Economically Disadvantaged with 85% , all students 89% and Hispanic 82% in science. One of our main goals is to maintain several of the tested areas in the 98% passing rate.

Major outcomes of the needs assessment are:

- Improvement needed in Economically Disadvantaged, African American and Hispanic subgroups in Math
 - Emphasis on activities and strategies for improvement of objective 4 on the TAKS Math Test (Concepts and use of measurement)
- Improvement needed in Economically Disadvantaged, African Americans and Hispanic subgroups in Science
- Improve curriculum alignment in 6th, 7th and 8th grade Science in relation to student expectations and data from '08 TAKS Test
- Increase the integration of technology in all subject areas

The Benold Campus Improvement Team has outlined Benold's performance objectives for the next five years as noted in the performance objective chart that follows.

GEORGETOWN ISD'S MISSION STATEMENT

Following a rich tradition of community involvement, the mission of GISD is to empower students to become life-long learners and productive citizens in a dynamic, global society, by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success.

| STATEMENT OF BELIEFS | GEORGETOWN ISD'S GOALS | GEORGETOWN ISD'S STRATEGIES |
|---|---|---|
| <ul style="list-style-type: none"> • Life-long learning is essential for citizens of our community, nation, and world. • The family, school, and community share the responsibility for the positive development of youth. • Given opportunities, all individuals can reach their potential to learn. • Every individual has a right to a safe, nurturing environment. • Knowledge empowers. • Individuals are responsible for their actions. • Working toward a vision promotes success. • Every person is unique, has value, and deserves the opportunity to earn respect. <p>PARAMETERS</p> <ul style="list-style-type: none"> • We will not tolerate prejudicial discrimination of any kind. • We will provide a safe and secure environment in all school facilities. • We will hold each individual responsible for his/her actions. • We will not compromise our efforts to provide a quality education. | <p>Goal 1: <u>Exemplary Performance</u> All GISD students will demonstrate exemplary academic performance.</p> <p>Goal 2: <u>Prepared Graduates</u> All students will graduate prepared to transition into post secondary education or careers.</p> <p>Goal 3: <u>Quality Staff</u> All positions will be filled by highly qualified candidates/professionals.</p> <p>Goal 4: <u>Quality Learning Environments & Facilities</u> GISD will promote nurturing, safe and orderly environments and quality facilities for all students.</p> <p>Goal 5: <u>Positive Perceptions, Relationships and Collaboration</u> Enhance and build positive perceptions, relationships and collaboration among community and staff.</p> <p>Goal 6: <u>Fiscal Accountability & Responsibility</u> Ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources</p> <p>Goal 7: <u>Organizational and Operational Effectiveness</u> Improve organizational and operational effectiveness to better support the district's mission and support for the student-teacher relationship.</p> | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • We will continually evaluate and refine the curriculum that enables students to become productive, life-long learners. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • We will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student. <p><u>Technology</u></p> <ul style="list-style-type: none"> • We will establish and strengthen the network of instructional services (computer labs, libraries, class rooms, as well as other curriculum resources) to fully develop the technology skills of students and staff. <p><u>Intra-District Communications</u></p> <ul style="list-style-type: none"> • We will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow. <p><u>External Communications</u></p> <ul style="list-style-type: none"> • We will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs. • We will provide opportunities for active parental and community involvement in students' learning. <p><u>Wellness</u></p> <ul style="list-style-type: none"> • We will provide prevention and intervention to promote the health and well-being of all students and staff. • We will provide safe and secure environments in all school facilities <p><u>Educational and Support Service</u></p> <ul style="list-style-type: none"> • We will provide the appropriate educational services to meet the individual needs of all students. • We will encourage parents to become full partners in the education of their children. |

BENOLD MIDDLE SCHOOL PERFORMANCE OBJECTIVES

| CAMPUS GOALS | CAMPUS PERFORMANCE OBJECTIVES |
|---|---|
| <p>Goal #1: Students will demonstrate academic skills and improvement in skills as measured by TAKS, benchmark data, and other assessments.</p> | <p>1.1 By Spring 2011, 90% of all students and each student sub-group will achieve proficiency on TEKS as measured by the state assessments.</p> <p>1.2 By Spring 2009, 100% of teachers will utilize technology to enhance instruction.</p> |
| <p>Goal #2: Students and staff will demonstrate behaviors that support positive academic growth and positive personal growth.</p> | <p>2.1 By Spring 2010, our Economically Disadvantaged and Hispanic subgroups will attend school consistently and regularly at a rate of 97% or higher.</p> <p>2.2 Decrease Referrals in common areas and hallways by 10%.</p> <p>2.3 By spring 2009, 100% of the staff will implement and utilize our PRIDE TEAM and Crisis Management Team plan and recommendations.</p> |
| <p>Goal #3: All school staff, parents and students will participate in developing our students into responsible citizens and life-long learners.</p> | <p>3.1 By fall 2009, 100% of the staff will have their teacher website completed and current.</p> <p>3.2 Increase by 10% the parent sign-up to the All Benold Parent email account and the number of visitors to our Benold Campus Home Page by spring of 2009.</p> <p>3.3 All staff will be trained as mentors for our campus by December 2008.</p> |

GOAL 1 - CURRICULUM

Students will demonstrate academic skills and improvement in skills as measured by TAKS, SDAA, benchmark data, and other assessments.

- Performance Objective(s):**
- 1.1 By Spring 2011, 90% of all students and each student sub-group will achieve proficiency on TEKS as measured by the state assessments.
 - 1.2 By Spring 2009, 100% of teachers will utilize technology to enhance instruction.

- Strategies:**
- 1) Target specific TAKS objectives, assessment, and instructional interventions for identified students and staff development.
 - 2) Provide teachers with information, strategies, and training necessary to identify and strengthen students' academic weakness.
 - 3) All staff will be provided with staff development to improve technology skills.

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|--|---|---------------------------------|--|--------------------------------|
| 1.1A | Specifically targeted TAKS reading, math, writing, science, and social studies objectives will be emphasized throughout the year and appropriate instructional methodologies and teaching/learning strategies will be developed and implemented by each Department/Team. | Department Chairs, Team Leader, Principal, Assessment Coordinator | Staff Time | District Benchmark Calendar and Lesson Plans August – May | Results of Benchmark TAKS Test |
| 1.1B | TAKS and benchmark data will be disaggregated, distributed to teachers, and results used to target and strengthen weaknesses of identified students. | Curriculum Office, Administrators, Assessment Coordinators | ADM Data, Benchmark Data, Time, | August – May | Reports |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|---|-------------------------------------|-------------------------|---|
| 1.1C | Provide Additional Math TAKS support with instructional materials and activities. | Department Head, Principal | TAKS Materials | October | Purchase of materials, Renewal of Sleek Program |
| 1.1D | English Language Arts teachers will use and implement the district’s “bundled” nine-week Scope and Sequence to ensure all Texas Essential Knowledge and Skills are taught (TEKS). | Teachers, Administrators Department Chairs | Scope and Sequence | August – May | Lesson Plans |
| 1.1E | Teachers will create and utilize TAKS-formatted tests which will include tests that spiral and review, including specialized TAKS vocabulary and objectives. | Teachers Department Chairs | TAKS Booklets, Time, Side by Sides | August – May | Tests |
| 1.1F | Teachers will review all targeted TEKS taught at least one week prior to TAKS test. Specific activities/camps in each subject area will be conducted. | Teachers | Scope and Sequence Academic “Camps” | One week prior to tests | Lesson Plans Completion of Camps |
| 1.1G | Teams will collaborate to identify students who are at risk of failing by reviewing all pertinent student data. | Team Leaders, Teachers, | Staff Time | August – May | Documented Action Plan |
| 1.1H | Math department will utilize Vocabulary Wall in math classes. | Department Chairs, Math Teachers | Time Effort | August - May | Wall Visible |
| 1.1I | Science department will assist in teaching inference, summarization, context clues, sequencing, and writing. | Department Chairs, Teachers | Time Effort | August - May | Lesson Plans |
| 1.1J | Science Department will assist in teaching reading graphs, charts, tables, and various math concepts. | Department Chairs, Teachers | Time Effort | August - May | Lesson Plans |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|---|--------------------------|-----------------|---------------------------------|
| 1.1K | Support consistent writing instruction in cross-curricular activities, such as warm-ups and open-ended responses, by teaching more concise, text-supported or concept-based explanations. | Dept. Head, Team Leader, Curriculum Coordinator | Time/Staff Comp Text | 2008-2013 | Lesson Plans- Warm-ups/Tests |
| 1.1L | Encourage student reading of more non-fiction material and utilize a variety of non-fiction selections in the classroom with support from CORE subject areas. | Language Arts Department, Department Heads, Librarian | Time/Staff | August - May | Student Reading Selections |
| 1.1M | Obtain TAKS science supplementary materials and activities from a variety of resources and entities and share with teachers. | Department Head, Principal | \$300 | August – May | Materials Selected |
| 1.1N | Teachers will use teaching strategies which include higher level thinking/questions skills and Thinking Maps so students are required to draw conclusions and make generalizations. | Teacher | Time/Staff | August – May | Lesson Plans, Student Work |
| 1.1O | Social studies department will work on a “TAKS Skill of the Week” such as reading comprehension, vocabulary, interpreting, maps, charts & graphs. | Dept. Head, Teacher, Principal | Time/Staff | August – May | Lesson Plans |
| 1.1P | Provide additional tutoring for selected students in support of Student Success Initiative. | Principal, Department Head, Teacher | ARI/AMI Funds Scheduling | November – May | Tutoring Schedule |
| 1.1Q | Student specific action plans for “At Risk” students will be developed and used to meet the needs of each individual student. | ESL teacher, Dept. Chair, Principal | Staff Time | 2008-2012 | Documented Action Plan |

| | | | | | |
|------|---|--|----------------------------|----------------------|-------------------------------------|
| 1.1R | Provide specific, targeted, additional instruction to assist our student groups to increase student proficiency. | Principal, ACCELL staff, ESL Teacher | Staff Time | 2008-2012 | Student progress data analyses |
| 1.1S | Provide ELL students opportunity to utilize supplemental Reading class, Rosetta Stone, CEI lab to increase student success. | ESL Teacher, Principal, LA Dept. Chair | Staff time | 2008-2012 | Student Schedule |
| 1.1T | CASE Managers will evaluate and report to Team Leaders students progress as measured by TAKS achievement skills and/or progress towards IEP goals and/or other alternative assessments. | Case Manager, Sp. Ed. Coordinator. | Time/ Effort | 2008 | Sp. Ed. File Assessments |
| 1.1U | Provide additional support to our special education resource math and Language Arts classes to assist in each classroom. | Sp. Ed. Coordinator, Principal | Personal Time/Effort | August- September | Schedule |
| 1.1V | Provide effective strategies and materials for special education math/Language Art classes. | Sp. Ed. Coordinator, Principal, Teacher | Time/Effort Materials | August- September | Lesson Plans |
| 1.2A | At least once per semester, each core subject teacher will integrate technology TEKS in their subject area by implementing a technology project which results in students producing a computer generated product. Technology TEKS covered will be documented in the teacher's lesson plans. | Teachers, Technology Facilitator | Staff/Time Computer Lab | 2011-2013 | Lesson Plans, Completed Projects |
| 1.2B | Training will be provided on campus for teachers in the use of software, on line resources, and/or hardware as needed. | Technology Facilitator, Librarian | In-service, Time | 2010-2011 | Sign – in Sheets |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|--|--|-----------------|------------------------------|
| 1.2C | Teachers will utilize E-Instruction, “Smart Tablets,” projectors, and Untied Streaming in the classroom as appropriate. | Technology Facilitator, Department Heads | E-Instruction Smart Tablets Projectors | 2009-2013 | Lesson Plans Walkthroughs |

Evaluation Design: Principals, department chairs, vertical teams, and assessment coordinator will monitor benchmark / vertical process. Principal and Assistant Principal will monitor lesson plans, walk-throughs, and all reporting / grading periods. Completion of project utilizing technology.

GOAL 2 - BEHAVIORS

Students and Staff will demonstrate behaviors that support positive academic growth and positive personal growth.

- Performance Objective(s):**
- 2.1 By Spring 2010, our Economically Disadvantaged and Hispanic subgroups will attend school consistently and regularly at a rate of 97% or higher.
 - 2.2 Decrease Referrals in common areas and hallways by 10%.
 - 2.3 By spring 2009, 100% of the staff will implement and utilize our PRIDE TEAM and Crisis Management Team plan and recommendations.

- Strategies:**
- 1) Students will demonstrate improved behavior at school as a response to expectations that are clearly stated and modeled by teachers and administrators by reduced number of referrals.
 - 2) Staff will assist students' positive social growth by monitoring common areas and hallways while demonstrating a variety of behavior shaping strategies in the classroom.
 - 3) Utilize the Randy Sprick Foundations plan in collaboration with our Pride and Crisis Management TEAM.

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|--|--|------------------------|----------------------|
| 2.1A | Attendance clerk will generate a cumulative excessive absence list for our Economically Disadvantaged and Hispanic subgroups each 9 week period and it will be distributed to teams, counselors, the Assistant Principal, and the SAIL coordinator. | Attendance Clerk, Assistant Principal, SAIL Team | Time Staff | August – May 2008-2010 | Lists – Reports |
| 2.1B | Students in our Economically Disadvantaged and Hispanic subgroups who are at risk will be identified and a plan will be developed including a parent conference. | Assistant Principal, Attendance Clerk, Team Leader | Time Staff | August – May 2008- | Login Conference |
| 2.1C | The coordinated school health team will inform faculty and students of benefits of healthy eating habits and physical exercise. | Wellness Team | Time/Effort \$100.00 Printing/Prizes | 2008-2012 | Flyers/Meeting |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|---|-------------------------|---|---|
| 2.2A | Teachers will explain and model classroom, common area, and hallway expectations regularly in their classes. | Assistant Principal, Team Leader, Teachers, PRIDE Committee | Time Staff | August – May 2008-2010 | Completion of schedule |
| 2.2B | Expectations for students’ behaviors will be posted in appropriate areas of building and will include an emphasis on hallway and common area behavior expectations, regular announcements, and reminders will be scheduled for the above. | PRIDE Committee, Assistant Principal | Charts Handouts | By October 2008-2010 | Posted by deadline |
| 2.3A | Each team will establish uniform team rules and consequences. These will be posted in each grade level classroom. | PRIDE Committee Assistant Principal, Team Leaders | Time Staff | By September 2008-2010 | Posted by deadline |
| 2.3B | Revise and publish duty area responsibilities for teachers and train teachers in expectations. | Assistant Principal, Principal, PRIDE Committee | Handouts, time, reports | By August 2008-2010 | Handouts, Binder of Duty Responsibility, Observation notes, Feedback from Staff |
| 2.3C | Meet with each grade level at the start of school to review the code of conduct, student handbook, and state law to insure consistency of expectations. Meet with student council representatives on quarterly basis as a follow-up. | Assistant Principal, Principal, Counselors, Team Leaders | Time, P.A. System | First week of school/recess Throughout the year during announcements | Announcements, Notes |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|--|--|------------------------|-------------------------------------|
| 2.3D | Correlate behavior reports for PRIDE/Sprick initiatives in order to accurately assess the behavior management system on a quarterly basis. | Assistant Principal, Discipline Clerk, PRIDE Committee | Reports, referrals | Quarterly 2008-2010 | PRIDE minutes |
| 2.3E | The Crisis Management Team will review Disaster and Crisis Procedures on our campus and communicate the plan to staff and students. | Assistant Principal, Crisis Management Team | Time | Ongoing 2008-2012 | Plan Post - Communication |
| 2.3F | Implement and maintain a Homework Incentive (HINT) Program for 7 th graders that include a mandatory assignment to a 45 minute lunch tutorial. A referral is written after every fifth assignment to HINT. | Assistant Principal, Counselors, Teachers | Time/Effort \$240 per year to purchase incentive for students | September – June | Shared Folders Referrals Written |
| 2.3G | Staff and students will abide by the established Dress Code guidelines in our published handbooks. | Students/Staff | Student/Staff Handbooks | Ongoing | Documentation Referrals |

Evaluation Design: PRIDE committee and principals will meet and regularly monitor behavior management system and discipline referral incident reports. Attendance Clerk and Assistant Principal will regularly monitor Student Attendance with Team Leaders. Campus discipline data will be utilized to evaluate school wide plan.

GOAL 3 - COMMUNICATIONS

All school staff, parents and students will participate in developing our students into responsible citizens and life-long learners.

- Performance Objective(s):**
- 3.1 By fall 2009 100% of the staff will have their teacher website completed and current.
 - 3.2 Increase by 10% the parent sign-up to the All Benold Parent email account and the number of visitors to our Benold Campus Home Page by spring of 2009.
 - 3.3 All staff will be trained as mentors for our campus by December 2008.

- Strategies:**
- ◆ Increase communication between parents and staff through completion of teacher websites, Team Quarterly Newsletters, Digital Marque and news letters.
 - ◆ Increase communication between parents and school though increased use of the “All Benold Parent” email account and school website.
 - ◆ Provide all staff mentor training by December ’08.

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|---|------------------|-----------------|---|
| 3.1A | Provide opportunity for staff to receive technology training in web page design. | Technology Facilitator, Teachers | Staff Time | 2008 -2010 | Web Page Completed |
| 3.1B | Teachers will update their web page as to lesson plans and upcoming classroom activities. | Technology Facilitator, Teacher | Staff Time | 2008 -2010 | Web Page Completed |
| 3.1C | Each team will send out a Quarterly Newsletter and it will be posted on the school web site. | Team Leaders, Principal | Staff Time | August – May | Newsletter |
| 3.1D | Investigate creating an online survey for parents/community members to complete. | Technology Facilitator, Librarian, Asst. Principal | Time/Effort | 2008 - 2011 | Survey Complete |
| 3.2A | Publicize clubs and organizations, make additional announcements and encourage student/parent participation through the All Benold Parent email and school website. | Principal, Club/Org. Sponsors, Technology Facilitator | Time Effort | 2008 - 2012 | Complete Announcement, Web site bulletin Email site |

| | Action(s): | Responsibility | Resources | Timeline | Documentation |
|------|---|--|------------------|-----------------------------|--------------------------------------|
| 3.2B | Encourage committee and teams to utilize parent surveys as information tool to receive feedback. | Team Leaders, Technology Facilitator | Time Effort | 2008 - 2011 | Survey Completed Results Reviewed |
| 3.2C | Increase use of Parent Connect (update) by parents weekly. | Technology Facilitator, Teacher | Time Staff | August – June | Completed |
| 3.2D | Teachers will update their student/parent email list to keep parents informed of classroom activities. | Teacher | Time Effort | August – June | Email Documentation |
| 3.2E | Teachers will create first day handouts in regards to classroom expectations, procedures, course information, supplies, etc. and put this on their website. | Teacher | Time Effort | August – June | Complete Handouts and WEB |
| 3.3A | Increase number of adult mentors on our campus by training all staff in a scheduled meeting and coordinating student needs with mentors | Mentor Contact, PIE, Principal | Time Effort | September – November ‘08 | List of Mentors/Mentees time |

Evaluation Design: Principal, technology facilitator, team leader, and department chairs will monitor and review school and teacher web pages. Principal will meet monthly with counselors, PTA, team leaders, department chairs, and faculty to disseminate information. Review of number of visitors to School Home website and All Benold Email. Increase in number of mentors.

APPENDIX

The District Performance Council has adopted the Effective Schools Correlates as the standards for educational quality.

SUMMARY OF EFFECTIVE SCHOOL CORRELATES

I. HIGH EXPECTATIONS

- Teachers believe all students can master basic skills in their program.
- Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.
- Teachers' expectations are clearly defined in goals for student achievement.
- Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.
- Teachers encourage all students through rewards, encouragement, and recognition.
- Student achievements are featured in school and community media.

II. PARENT AND COMMUNITY SUPPORT

- Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.
- Parents and teachers are aware of the school or district homework policy.
- Many parents visit the school to observe the instructional program.
- Home visits, phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.
- Local businesses and organizations contribute money, time, and other resources.

III. MEASUREMENT

- Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.
- Assessment methods and instruments are selected to measure learning objectives.
- The teachers and principal thoroughly review and analyze test results to plan instructional program modification.
- Results of assessment reports are tied to learning objectives.

IV. INSTRUCTIONAL FOCUS

- Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessments (what is tested), all align.
- Goals are developed/endorsed by teachers, parents, administrators, and students.
- A written statement of purpose (mission) exists as the driving force behind most important school decisions.
- Instructional strategies and materials are adjusted to individual learning needs.
- Several events (assembly, trips) are planned to enhance the instructional program.

- Results of assessment reports are tied to learning objectives.

- Teachers and principals thoroughly review and analyze test results to plan instructional program modification.

V. SCHOOL CLIMATE

- The physical environment is safe, orderly, clean, and conducive to learning.
- Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.
- The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.
- Clear rules, policies, and expectations are in place and are consistently enforced by all adults.
- Students are recognized for academic efforts and accomplishments.
- Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.
- There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.
- Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning.

VI. INSTRUCTIONAL LEADERSHIP

- The principal has frequent informal and formal observations.
- Individual teachers and principal meet to discuss focus of classroom observation.
- Regularly scheduled faculty meetings are held to discuss instructions and student achievement.
- Teachers, administrators, and parents assume responsibility for school discipline.
- School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.
- Most students abide by school/classroom rules.
- The physical condition of the school is generally pleasant and well maintained.
- Teachers treat students fairly and with consistency.
- School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.
- The principal leads frequent formal discussions with staff concerning instructional and student achievement.

MISSION OF TEXAS PUBLIC EDUCATION

To ensure that all Texas Children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

PUBLIC EDUCATION ACADEMIC GOALS

- 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.

OBJECTIVES OF PUBLIC EDUCATION

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

(Texas Education Code Chapter 4)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures regarding student confidentiality, see district policies FL (LEGAL) and FL (LOCAL).

EQUAL EDUCATION OPPORTUNITIES

The Georgetown Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including Career and Technology Education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

GISD GRADUATE LEARNER PROFILE

GISD Graduate Profile was developed by the District Performance Council to represent the attributes that all GISD graduates should possess.

I. Effective Communicators

- Able to read for a variety of purposes and to apply reading skills to real-life situations.
- Able to use a range of writing styles effectively and appropriately for purpose, situation, and audience.
- Able to listen attentively and critically for a variety of purposes and to respond to speakers appropriately.
- Able to use effective speaking strategies for both formal and informal purposes and settings.

II. Academically Prepared

- Able to use mathematics, science, and social studies as tools for problem solving, communicating, and reasoning.
- Able to use the literary, visual, and performing arts to enrich their lives.

III. Responsible Citizens

- Able to incorporate the nature of economics as it applies to everyday living.
- Able to actively contribute to community or school service organizations.
- Able to make and to evaluate decisions based on ethical principles.
- Able to understand world issues, to identify the rights and obligations of citizens, and to participate in the democratic process.

IV. Productive Learners

- Able to apply the self-management skills of goal setting, time management, and continuous improvement.
- Able to demonstrate skills in resource management (allocate money, materials, space, and people).
- Able to manage information by acquiring and evaluating data, organizing and maintaining records, using technology to process information, and selecting equipment and tools to improve systems and to accomplish goals.
- Able to use critical and creative thinking to solve problems.

V. Life Skills Oriented

- Able to make wise career decisions based on self-knowledge, educational/occupational explorations, and career planning.
- Able to make informed decisions about physical and mental health.
- Able to demonstrate interpersonal and academic skills needed to be self-supporting citizens, to work effectively in teams, to manage conflict, to lead in community and business, and to be effective parents.

(4-1) Addendum to: Campus and District Improvement Plans

1. Georgetown Independent School District (GISD) Pregnancy Related Services (PRS) provides support services to pregnant students during the pregnancy prenatal and postpartum periods as well as while parenting to help them adjust academically, mentally, and physically and to stay in school.
2. Identification and intake documentation of pregnant students is completed, verified, and filed by authorized district personnel. Documentation of each student's participation in the PRS program is on file with the *Life Skills for Pregnant/Parenting Students Coordinator*. This documentation includes:
 - i. Verification of pregnancy by the *Life Skills for Pregnant/Parenting Students Coordinator*
 - ii. Compensatory Education Home Instruction (CEHI) teacher's log including dates and times
 - iii. Copy of ARD and IEP, if applicable
 - iv. PRS Entry date
 - v. Doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period
 - vi. PRS Exit date
3. The following services are offered to each student in the PRS Program. It is not required that each student needs or uses each/every service. GISD provides an integrated program of educational and support services that include:
 - a. Compensatory Education Home Instruction (CEHI)
 - i. The certified teacher serving as the CEHI instructor maintains a log of home instruction during the days or weeks the student receives CEHI.
 - b. Life Skills for Pregnant/Parenting Students
 - i. Individual counseling, peer counseling, and self-help programs
 - ii. Career counseling and job-readiness training
 - iii. Child care for students' children on the campus or at a child care facility in close proximity to the campus
 - iv. Transportation for children of students to and from the campus or child care facility
 - v. Transportation for students, as appropriate, to and from the campus or child care facility
 - vi. Instruction related to knowledge and skills in child development, parenting, and home/family living
 - vii. Assistance to students in the program to obtain available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs
 - c. The above GISD services are delivered to the student when:
 - i. The student is pregnant and attending classes on a district campus;
 - ii. The pregnancy prenatal period prevents the student from attending classes on a district campus; and
 - iii. The pregnancy postpartum period prevents the student from attending classes on a district campus.
4. The GISD Compensatory Education allotment for PRS is used to pay teachers who provide/coordinate the above services.

2008-2010 Benold Middle School Performance Targets

| Indicator | Student Groups | 2006 % Met Standard | 2007 % Met Standard | Gains from 2006 | 2008 % Met Standard | Gains from 2007 | Rating by Category | 2009 Target | 2009 % Met Standard | Gains from 2008 | Rating by Category | 2010 Target | 2010 % Met Standard | Gains from 2009 | Rating by Category |
|-----------|-----------------------------|---------------------|---------------------|-----------------|---------------------|-----------------|--------------------|-------------|---------------------|-----------------|--------------------|-------------|---------------------|-----------------|--------------------|
| 1 | Reading/ELA All Students | 95 | 98 | 3 | 98 | 0 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 2* | Reading/ELA Afr American | 89 | >99 | --- | 96 | --- | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 3 | Reading/ELA Hispanic | 88 | 95 | 7 | 96 | 1 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 4 | Reading/ELA White | 97 | 98 | 1 | 98 | 0 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 5 | Reading/ELA Econ Disadv | 85 | 94 | 9 | 96 | 2 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 6 | Writing All Students | 97 | 97 | 0 | 94 | -3 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 7* | Writing Afr American | >99 | >99 | --- | >99 | 0 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 8 | Writing Hispanic | 98 | 97 | -1 | 93 | -4 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 9 | Writing White | 97 | 97 | 0 | 94 | -3 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 10 | Writing Econ Disadv | 95 | 93 | -2 | 92 | -1 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 11 | Social Studies All Students | 95 | 97 | 2 | >99 | --- | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 12* | Social Studies Afr American | 86 | >99 | --- | >99 | 0 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 13 | Social Studies Hispanic | 93 | 93 | 0 | 97 | 4 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 14 | Social Studies White | 97 | 98 | 1 | >99 | --- | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 15 | Social Studies Econ Disadv | 87 | 93 | 6 | >99 | --- | Exemplary | ✓ ≥90 | | | | 90 | | | |

| Indicator | Student Groups | 2006 % Met Standard | 2007 % Met Standard | Gains from 2006 | 2008 % Met Standard | Gains from 2007 | Rating by Category | 2009 Target | 2009 % Met Standard | Gains from 2008 | Rating by Category | 2010 Target | 2010 % Met Standard | Gains from 2009 | Rating by Category |
|-----------|--------------------------------|---------------------|---------------------|-----------------|---------------------|-----------------|--------------------|-------------|---------------------|-----------------|--------------------|-------------|---------------------|-----------------|--------------------|
| 16 | Mathematics All Students | 92 | 93 | 1 | 95 | 2 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 17* | Mathematics Afr American | 88 | 89 | 1 | 91 | 2 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 18 | Mathematics Hispanic | 84 | 91 | 7 | 91 | 0 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 19 | Mathematics White | 94 | 94 | 0 | 97 | 3 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 20 | Mathematics Econ Disadv | 82 | 86 | 4 | 91 | 5 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 21 | Science** All Students | 69 | 82 | 13 | 89 | 7 | Recognized | 89.5 | | | | 90 | | | |
| 22* | Science** Afr American | 50 | 60 | 10 | 63 | 3 | Acceptable | 76.5 | | | | 90 | | | |
| 23 | Science** Hispanic | 44 | 72 | 28 | 82 | 10 | Recognized | 86.0 | | | | 90 | | | |
| 24 | Science** White | 79 | 85 | 6 | 92 | 7 | Exemplary | ✓ ≥90 | | | | 90 | | | |
| 25 | Science** Econ Disadv | 43 | 61 | 18 | 85 | 24 | Recognized | 87.5 | | | | 90 | | | |
| Indicator | Student Groups | Class of 2005 | Class of 2006 | Actual Change | Class of 2007 | Actual Change | Rating by Category | 2009 Target | Class of 2008 | Actual Change | Rating by Category | 2010 Target | Class of 2009 | Actual Change | Rating by Category |
| 26 | Completion Rate I All Students | NA | NA | NA | NA | NA | NA | NA | | | | NA | | | |
| 27 | Completion Rate I Afr American | NA | NA | NA | NA | NA | NA | NA | | | | NA | | | |
| 28 | Completion Rate I Hispanic | NA | NA | NA | NA | NA | NA | NA | | | | NA | | | |

| Indicator | Student Groups | Class of 2005 | Class of 2006 | Actual Change | Class of 2007 | Actual Change | Rating by Category | 2009 Target | Class of 2008 | Actual Change | Rating by Category | 2010 Target | Class of 2009 | Actual Change | Rating by Category |
|-----------|-------------------------------|----------------|----------------|-----------------------------|----------------|---------------|--------------------|-------------|----------------|---------------|--------------------|-------------|----------------|---------------|--------------------|
| 29 | Completion Rate I White | NA | NA | NA | NA | NA | NA | NA | | | | NA | | | |
| 30 | Completion Rate I Econ Disadv | NA | NA | NA | NA | NA | NA | NA | | | | NA | | | |
| Indicator | Student Groups | 2005 (Gr. 7-8) | 2006 (Gr. 7-8) | Actual Change | 2007 (Gr. 7-8) | Actual Change | Rating by Category | 2009 Target | 2008 (Gr. 7-8) | Actual Change | Rating by Category | 2009 Target | 2009 (Gr. 7-8) | Actual Change | Rating by Category |
| 31* | Dropout Rate All Students | 0.0 | 0.0 | ¹ Not Comparable | 0.4 | 0.4 | Exemplary | ✓ ≤1.8 | | | | 1.8 | | | |
| 32* | Dropout Rate Afr American | 0.0 | 0.0 | ¹ Not Comparable | 5.6 | 5.6 | Unacceptable | 3.7 | | | | 1.8 | | | |
| 33* | Dropout Rate Hispanic | 0.0 | 0.0 | ¹ Not Comparable | 1.0 | 1.0 | Exemplary | ✓ ≤1.8 | | | | 1.8 | | | |
| 34* | Dropout Rate White | 0.0 | 0.0 | ¹ Not Comparable | 0.0 | 0.0 | Exemplary | ✓ ≤1.8 | | | | 1.8 | | | |
| 35* | Dropout Rate Econ Disadv | 0.0 | 0.0 | ¹ Not Comparable | 0.7 | 0.7 | Exemplary | ✓ ≤1.8 | | | | 1.8 | | | |

All TAKS results are shown at the Panel Recommended student passing standard for 2006-2008 so that accurate comparisons may be made.

**The Percent Met Standard for 2006 and 2007 have been recalculated to include Gr. 8 Science (at Panel Rec.) so that accurate comparisons may be made among all 3 years.

The Percent Met Standard for 2006 and 2007 have been recalculated to include TAKS-Inclusive (which is the equivalent of TAKS-Accommodated) so that accurate comparisons may be made.

The TAKS-Inclusive and TAKS (Accommodated) tests included for accountability purposes include Gr. 5 Science, Gr. 8 Science & Social Studies, and Gr. 11 ELA, Math, Science, & Social Studies.

¹Dropout and completion rates for data presented in 2006 are not comparable to 2007 and later due to a change in the dropout definition.

*Does not meet minimum size requirements to be included in accountability subset.

--- = Not reported to protect student confidentiality