

Benson
Middle
School

School-Based Budget Project



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Benson Middle School

Mission/Vision

Mission:

At Benson Middle School, we will educate, empower, and equip all students to become caring, contributing citizens who can succeed in an ever-changing world.

Vision:

Believe in myself
Excel academically, socially & morally
Nurture healthy relationships
Strengthen awareness of self, others and community
Own my learning
Never give up

Demographics

- Classroom Teachers - 33
- Years of Teaching Experience
 - 0-3 years - 30.3%
 - 4-10 years - 39.4%
 - 10+ years - 30.3%

Race	#	%
Black	66	14.13
Hispanic	150	32.12
Multiracial	17	3.64
White	230	49.67

Cat.	#	%
EDS	301	64.45
LEP	24	5.14
SWD	80	17.13
AIG	47	10.06

Current School Composite Scores

READING

MATH

	2017		2017	
	CCR Percent Proficient Level 4,5	GLP Percent Proficient Level 3,4,5	CCR Percent Proficient Level 4,5	GLP Percent Proficient Level 3,4,5
5th	30.4	41.6	28.8	34.4
6th	41.6	57.5	27.4	37.2
7th	45.1	54.0	24.8	31.0
8th	33.6	49.1	21.6	23.3

School Improvement Plan Indicators 2017-2018

- Teachers employ effective classroom management (A1.07)
- Instructional teams develop standards aligned units of instruction (A2.04)
- School implements a tiered instructional system (A4.01)
- Teachers are attentive to students' emotional states (A4.06)
- School develops and implements transition plans (A4.16)
- LEA support and improvement team (B1.01)
- Leadership team reviews implementation of effective practices (B1.03)
- School has established a team structure among teachers (B2.03)
- Principal monitors curriculum and instruction regularly with feedback (B3.03)
- School reviews performance data to make decisions about improvement and PD (C2.01)
- School establishes systems for teacher recruitment and retention (C3.04)
- School regularly communicates with parents and guardians (E1.06)

School Improvement Plan Indicators 2017-2018

Nominal Grouping Technique

- Teachers employ effective classroom management (A1.07) - 4
- Instructional teams develop standards aligned units of instruction (A2.04) - 1
- School implements a tiered instructional system (A4.01) - 0
- Teachers are attentive to students' emotional states (A4.06) - 7
- School develops and implements transition plans (A4.16) - 0
- LEA support and improvement team (B1.01) - 0
- Leadership team reviews implementation of effective practices (B1.03) - 1
- School has established a team structure among teachers (B2.03) - 0
- Principal monitors curriculum and instruction regularly with feedback (B3.03) - 2
- School reviews performance data to make decisions about improvement and PD (C2.01) - 3
- School establishes systems for teacher recruitment and retention (C3.04) - 1
- School regularly communicates with parents and guardians (E1.06) - 1

Current Budget by PRC

State:

-069 (At-Risk): \$45,257.78

-031 (State Low-Wealth Funds): \$7,463

-024 (Supplemental funds for disadvantaged youth):
\$3,663.70

-061 (State Instructional Supplies): \$13,122

Local:

-061 (Local Instructional Supplies): \$9,019.70

-801 (Professional Development/Travel): \$3,311

-001 (Professional Development): \$1,325

Federal:

-050 (Title 1): \$189,630

Capital Outlay:

-055 (CTE, 8th grade): \$5,931

-Total Funds: \$278,723.18

Recommendations:

A1.07 - Teachers
employ effective
classroom
management

- Create a school-wide PBIS system for supporting student behavior.
 - \$500
 - (1-5330-069 AT-RISK)
- Positivity-project curriculum for school-wide use.



Recommendations:

A4.06 - Teachers
are attentive to
students' emotional
states

- Positivity-project curriculum for school-wide use.
 - \$1495/year
 - (1-5110-061 INSTRUCTIONAL SUPPLIES)
- Have one PLT a month focus on the SEL needs of students. Counselors and other student support service team members will develop teachers skill sets in the area of social-emotional learning throughout the year.

Recommendations:

C2.01 - School reviews performance data to make decisions about improvement and PD

- Data days - substitute teachers provided for 16 teachers to allow for performance data reviews twice a year
 - \$3296 (\$103 x 16 teachers x 2 days)
 - (3-5330-050 TITLE 1)
- Hiring a literacy coach to improve core instruction and intervention services for students
 - \$70,000
 - (3-5330-050 TITLE 1)
- Hire a math coach to support core instruction and intervention services for students
 - \$70,000
 - (3-5330-050 TITLE 1)
- Math PD with Val Faulkner for the special education and math departments for 4 hours (two sessions for two hours each) to build capacity of math instruction
 - \$400 (\$100 per hour)
 - (3-5330-050 TITLE 1)
- Literacy PD at the Hill Center for ELA teachers & Literacy Coach to build capacity in literacy instruction
 - \$2,015
 - (3-5330-050 TITLE 1)

Total Expenditures from 3-5330-050 = \$145,711.00

Updated Budget by PRC

State:

-069 (At-Risk): \$44,757.78

-031 (State Low-Wealth Funds): \$7,463

-024 (Supplemental funds for disadvantaged youth):
\$3,663.70

-061 (State Instructional Supplies): \$11,627

Local:

-061 (Local Instructional Supplies): \$9,019.70

-801 (Professional Development/Travel): \$3,311

-001 (Professional Development): \$1,325

Federal:

-050 (Title 1): \$43,919

Capital Outlay:

-055 (CTE, 8th grade): \$5,931

(Total Recommended Expenditures: \$147,706)

Total Remaining Funds: \$75,471.18

Questions?

