

**Spring Branch Independent School District**  
**Bendwood Elementary School**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

**Mission:** The Bendwood School for the Gifted and Talented and Special Needs Students exists to serve the unique academic and social and emotional learning necessary to ensure that all students' needs are met at the highest level.

## Vision

### Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

### Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

### Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

### **Moral Compass**

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

## **Core Values**

### **Every Child**

We put students at the heart of everything we do.

### **Collective Greatness**

We, as a community, leverage our individual strengths to reach challenging goals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Bendwood School serves 3, 4, and 5 year old students with varying special needs among 6 units of self contained Early Childhood Special Education classrooms. Students are placed for services at Bendwood based on ARD committee determination of most appropriate placement upon receiving a diagnosis of a qualifying disability. The Bendwood School population ethnic distribution is approximately 67% Hispanic, 16% White, 3% African American, and 10% Asian. Approximately 59% of students were identified as economically disadvantaged, 9% identified as at risk, and 4% identified as English language learners. Preschool students receiving services at Bendwood come from throughout Spring Branch ISD.

Additionally, 9 teachers at the Bendwood School serves 870 students in 3rd, 4th, and 5th grades who are identified as talented/gifted by providing a full day program of gifted and talented instruction one day per week. Students are brought by bus to Bendwood from their home campuses. Bendwood serves g/t students from every elementary campus in the district. Elementary campuses are grouped to come to Bendwood on a specified day each week with anywhere from 3 to 9 campuses being served each day of the week. The demographic information on these students, though, is not listed on the Bendwood TAPR campus profile report.

# **Student Academic Achievement**

## **Student Academic Achievement Summary**

Due to the ages of our students being served in preschool special education (PPCD) classes, these students do not participate in any district or state standardized testing. Therefore, the 2017-2018 TAPR campus profile report does not contain any assessment data. Our students participate in classroom based criterion referenced developmental skills inventories as required by the special education department. This data is used to plan appropriate, meaningful, and rigorous IEP's for each student and plan for classroom instruction.

District and state assessment data related to our 3rd, 4th, and 5th grade talented/gifted students is provided to and disaggregated by the G/T students' home campuses. Data related to district assessments administered to G/T students for the purpose of program qualification/identification is maintained by the SBISD Advanced Academic Services department.

## **Student Academic Achievement Strengths**

In both our PPCD and G/T settings, our campuses utilizes scientifically based and data driven curriculum and instruction. In our special education settings, curriculum and instructional design is based on individual students' IEPs. Our teachers incorporate varied and flexible assessments based on student needs and input.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Lack of State Data **Root Cause:** PPCD students are not old enough for State Assessments and GT students are tested on their home campuses.

# School Processes & Programs

## School Processes & Programs Summary

SPIRAL Program - SPIRAL team is responsible for writing curriculum and collecting data to students to document progress.

PPCD/CUBS Team - Special Ed team is responsible for instructing students based on their IEPs and documenting level of mastery.

Leadership Team - Acts as an advisory group to the principal.

PTA Board- Supports instruction by raising funds necessary to support campus learning goals. Acts as an advisory group to the principal.

CIT - Acts as an advisory group to the principal.

## School Processes & Programs Strengths

The principals and program leaders are responsible for ensuring that there are high-quality teachers and staff in every classroom throughout the school.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Staff members will need support with implementing and tracking IEP data. **Root Cause:** Year 0 teachers

# Perceptions

## Perceptions Summary

The culture at Bendwood is one of compassion and acceptance. We value the distinct populations we serve while also embracing the commonality of our programs and students. Our climate is warm and inviting. The staff is passionate about teaching and maximizing the potential of all of our students. We believe that all students bring talents and gifts to our campus culture. We have a supportive parent group who volunteer and support our students and campus.

## Perceptions Strengths

Perception strengths include the campus belief system. Teachers and staff have high expectations for all students of all ability levels. We believe that we do our best daily and that our students benefit from our dedication and talent. Through the staff's expertise we provide a quality education in a safe and orderly environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** ECSE parent population is under represented in our volunteer leadership roles. **Root Cause:** Unknown at this time. A parent survey is planned to determine ways to increase participation in this area.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

## **Employee Data**

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

# Goals

**Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

**Performance Objective 1:** Using the Unique Learning System, 100% of ECSE students will demonstrate mastery of IEP objectives by their annual ARD.

**Evaluation Data Source(s) 1:** Data Collection Sheets, Data Compilation from Unique, Annual ARD results

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implement the new Unique Learning System in all ECSE classrooms to determine the students' level of performance based on IEP objectives.	2.4, 2.5, 2.6	Principal Teachers	The Unique Learning System will ensure that all necessary elements are included in instruction.			
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) The Sensory/Motor Lab will be utilized daily to enhance instruction by providing a calming area for students with autism to experience a sensory environment.	2.4, 2.5, 2.6	Principal Teachers	Use of the Sensory/Motor Lab will ensure that ECSE students learn to use calming techniques so that they can re-focus on learning.			
<b>Funding Sources:</b> 211 - Title I, Part A - 10993.00						
= Accomplished                          = No Progress                          = Discontinue						

## Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 1:** By June 2020, 90% of students will respond favorably for School Connectedness as measured by end of year student surveys..

**Evaluation Data Source(s) 1:** Student Surveys

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Activities will include Back to School Event, Fall and Spring Play Dates, Spirit Nights, Interactive Speech Workshops and a Kids Night In.	3.1, 3.2	Principal, Title I Interventionist	Increase in parent and student involvement outside of the school day.			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 10000.00, 199 PIC 23 - Special Education - 500.00, 199 PIC 21 - Gifted & Talented - 3000.00, 211 - Title I, Part A - 7673.00					
2) The SPIRAL Teachers will increase their knowledge of SEL strategies.	2.6	Principal System of Care	Stages of Behavior will decrease by 20% based on discipline referrals.			
 = Accomplished  = No Progress  = Discontinue						

### Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

**Performance Objective 1:** By June 2020, 90% of SPIRAL students will reach college readiness skills using the Texas State Plan for the Education of Gifted Students standards.

**Evaluation Data Source(s) 1:** Assessments and rubrics.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The SPIRAL team will become familiar with the revised State Plan for the Gifted.	2.4, 2.6	Principal AAS	SBISD SPIRAL Program will be in compliance with State Standards for a gifted program.			
 = Accomplished  = No Progress  = Discontinue						

## Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

**Performance Objective 1:** By June 2020, 100% of ECSE students will master their IEP objectives by their Annual ARD.

**Evaluation Data Source(s) 1:** IEP Progress Reports, Unique Reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) IEPs will drive instruction for PPCD students.	2.4, 2.5, 2.6	PPCD teachers, Principal	Meeting IEP objectives at Annual ARD.			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 5000.00, 199 PIC 23 - Special Education - 1400.00					
2) SPIRAL students will be challenged through a rigorous curriculum which meets the needs of gifted learners.	2.4, 2.5	SPIRAL teachers, Principal	Increase in knowledge of thematic unit topics.			
	<b>Funding Sources:</b> 199 PIC 21 - Gifted & Talented - 9700.00, 199 PIC 99 - Undistributed - 5000.00					
 = Accomplished  = No Progress  = Discontinue						

## Goal 5: To remain in compliance with Federal and State law.

**Performance Objective 1:** Meet all compliance timelines and reporting requirements.

**Evaluation Data Source(s) 1:** Rubrics and Portfolios Assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.		Principal Admin. Support	Rubrics and Portfolios			
2) Admin. Support will develop/strengthen/monitor capacity of teachers in the Spiral Classes. Work with students who are struggling with behavior or academic to meet expectations on Spiral Curriculum		Admin. Support Specialist	Rubrics and Portfolios			
3) TECHNOLOGY - Provide opportunities, inclusive of professional learning, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies. Continue to provide support for new teachers through the on-boarding and induction program. Involve staff in recruiting and interviewing highly-qualified applicants.		Principal Admin. Support Specialist	Assessments, Rubrics, Portfolios			
	<b>Funding Sources:</b> 211 - Title I, Part A - 897.00, 199 PIC 99 - Undistributed - 3500.00, 199 PIC 23 - Special Education - 3000.00					
4) Promote parent and community engagement and input by hosting parent, meetings, parent training sessions, and distributing information through various sources.		Principal Admin. Asst.	Surveys and Sign-in Sheets			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 4600.00, 211 - Title I, Part A - 500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The campus has Preschool Program for Children with Disabilities services. A speech and language pathologist provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Counselor provide professional learning to support access, participation, and success		Principal Admin. Support Specialist Diagnostician Teachers	Assessments and Evaluations			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 5000.00, 199 PIC 23 - Special Education - 8000.00					
6) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). Use content and developmentally appropriate manipulatives, (magnetic letters, puzzles, lacing cards, etc.), and literacy materials, leveled books to support instruction in the areas of listening, speaking, reading, and writing commensurate with the student's level of English.		Principal Admin. Support Specialist Teachers	Portfolios & Assessments & Progress Reports			
	<b>Funding Sources:</b> 199 PIC 23 - Special Education - 5000.00, 211 - Title I, Part A - 4437.00					
7) Teachers/Administrator/Staff will develop understanding of the Professional Learning Framework and continue participation in professional learning. PPCD teachers will attend a summer institutes.		Principal Admin Support Specialist Teachers	Progress Reports & Assessments			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) GIFTED AND TALENTED - Provide opportunities for GT professional learning, based on level of expertise and need, in one of the following areas: nature and needs of GT students; assessing and identifying GT student needs; differentiating curriculum for GT students; assessing social and emotional needs of GT students; creativity and instructional strategies for GT students.		Principal Teachers Admin. Support Specialist	Rubrics & Report Cards			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 3055.00, 199 PIC 21 - Gifted & Talented - 6000.00					
 = Accomplished  = No Progress  = Discontinue						

# State Compensatory

## Budget for Bendwood Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6112.000.101.21.0.101	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,200.00
199.11.6112.000.101.23.0.101	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$600.00
199.23.6121.000.101.99.0.101	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,700.00
199.51.6121.000.101.99.0.101	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,000.00
199.11.6122.000.101.21.0.101	6122 Salaries or Wages for Substitute Support Personnel	\$5,000.00
199.11.6122.000.101.23.0.101	6122 Salaries or Wages for Substitute Support Personnel	\$4,470.00
199.23.6122.000.101.99.0.101	6122 Salaries or Wages for Substitute Support Personnel	\$2,980.00
<b>6100 Subtotal:</b>		<b>\$16,950.00</b>
<b>6200 Professional and Contracted Services</b>		
199.12.6249.000.101.99.0.101	6216 Professional Services - Locally Defined	\$660.00
199.13.6239.000.101.23.0.101	6239 ESC Services	\$2,000.00
199.23.6249.000.101.99.0.101	6249 Contracted Maintenance & Repair	\$345.00
199.12.6269.000.101.99.0.101	6269 Rentals - Operating Leases	\$2,000.00
199.12.6299.000.101.99.0.101	6299 Miscellaneous Contracted Services	\$300.00
<b>6200 Subtotal:</b>		<b>\$5,305.00</b>
<b>6300 Supplies and Services</b>		
199.12.6325.000.101.99.0.101	6325 Library Books - Locally Defined	\$300.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.12.6329.000.101.99.0.101	6329 Reading Materials	\$3,000.00
199.11.6398.000.101.23.0.101	6398 Computer Supplies/Software - Locally Defined	\$2,000.00
199.23.6398.000.101.99.0.101	6398 Computer Supplies/Software - Locally Defined	\$1,500.00
199.11.6399.000.101.21.0.101	6399 General Supplies	\$7,500.00
199.11.6399.000.101.23.0.101	6399 General Supplies	\$12,000.00
199.12.6399.000.101.99.0.101	6399 General Supplies	\$7,800.00
199.23.6399.000.101.99.0.101	6399 General Supplies	\$3,000.00
199.33.6399.000.101.99.0.101	6399 General Supplies	\$3,000.00
199.52.6399.000.101.99.0.101	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$42,100.00</b>
<b>6400 Other Operating Costs</b>		
199.23.6495.000.101.99.0.101	6410 Travel, Subsistence and Stipends	\$400.00
199.13.6411.000.101.21.0.101	6411 Employee Travel	\$2,000.00
199.23.6411.000.101.99.0.101	6411 Employee Travel	\$1,450.00
199.11.6494.000.101.21.0.101	6494 Reclassified Transportation Expenses	\$3,000.00
199.11.6494.000.101.23.0.101	6494 Reclassified Transportation Expenses	\$300.00
199.23.6499.000.101.99.0.101	6499 Miscellaneous Operating Costs	\$3,000.00
<b>6400 Subtotal:</b>		<b>\$10,150.00</b>



# Campus Funding Summary

199 PIC 21 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$3,000.00
4	1	2	Materials and Resources		\$9,700.00
5	1	8	Materials and Resources		\$6,000.00
<b>Sub-Total</b>					\$18,700.00
<b>Budgeted Fund Source Amount</b>					\$18,700.00
<b>+/- Difference</b>					<b>\$0</b>
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$500.00
4	1	1	Materials and Resources		\$1,400.00
5	1	3			\$3,000.00
5	1	5			\$8,000.00
5	1	6			\$5,000.00
<b>Sub-Total</b>					\$17,900.00
<b>Budgeted Fund Source Amount</b>					\$17,900.00
<b>+/- Difference</b>					<b>\$0</b>
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Materials and Resources		\$10,000.00
4	1	1	Professional Development		\$5,000.00
4	1	2	Field Study Trip		\$5,000.00

<b>199 PIC 99 - Undistributed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	3			\$3,500.00
5	1	4	Resources and Materials		\$4,600.00
5	1	5	Materials & Resources		\$5,000.00
5	1	8	Professional Development Region IV		\$3,055.00
<b>Sub-Total</b>					\$36,155.00
<b>Budgeted Fund Source Amount</b>					\$36,155.00
<b>+/- Difference</b>					<b>\$0</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	supplies/material	6399	\$10,993.00
2	1	1	professional salary	6119	\$7,673.00
5	1	3	Technology equipment	6398	\$897.00
5	1	4	Supplies and Material	61.6399	\$500.00
5	1	6	supplies and material	11.6399	\$4,437.00
5	1	7	Professional Development	6239	\$2,500.00
<b>Sub-Total</b>					\$27,000.00
<b>Budgeted Fund Source Amount</b>					\$27,000.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$99,755.00</b>