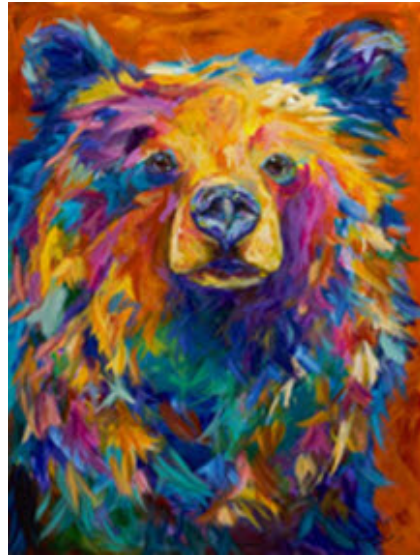


Spring Branch Independent School District
Bendwood Elementary School
2021-2022 Campus Improvement Plan



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.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bendwood serves students in our ECSE program for 3-5 year old special needs students and 3-5 grade gifted and talented students in our SPIRAL program. Our staff is well established with teachers having a many years of teaching experience. Our school culture follows the District's Core Values in all we do. The District is supportive our programs. Parents are engaged in student learning and other activites. Our PTA and CIT and made up of parents and community memebers who offer guidance as we strive for excellence in all we do.

Demographics Strengths

Bendwood students come from all schools in the Distirct. Our student body is representative of District demographics. We see that as a strength as it allows for all voices and prespectives to be considered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students do not have basic needs met consistently. **Root Cause:** Poverty

Student Learning

Student Learning Summary

Bendwood students are successful in their academics and SEL. The students in the ECSE program are taught at their level and at their starting point in learning. Many students are working on potty training and speech. These 2 skills are essential life skills for other learning to take place. The students in our SPIRAL program work on academic areas that challenge gifted learners.

Student Learning Strengths

1. Strong curriculum.
2. Parent commitment to student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students begin by learning basic life skills. **Root Cause:** Special Education Needs.

Problem Statement 2: Students with Autism and special needs require specialized therapies including therapies that increase tolerance to touch and sensory. **Root Cause:** Special Education Needs

School Processes & Programs

School Processes & Programs Summary

The Bendwood staff is stable with little turnover. Our campus includes 2 unique programs serving special needs students. Our ECSE program serves students with special need in the area of early development. Our SPIRAL program serves students identified as gifted. Qualiifications and admissions for both programs are done at the District level.

School Processes & Programs Strengths

1. District, parent, and community support.
2. Well devised curriculum.
3. Experienced staff.

Perceptions

Perceptions Summary

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: The Bendwood School will provide an inspiring, rigorous, and safe learning environment where students will grow socially, emotionally, and academically so that they are inspired and empowered to reach their maximum potential through their educational journey.

Values: Children First and Foremost; Uniqueness and Diversity; High Expectations; Learning as a Lifelong Process; All Needs of Every Child

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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data








Goals

Goal 1: STUDENT ACHIEVEMENT. Every Bendwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: Using the Unique Learning System and Thematic Units, 100% of Early Childhood Special Education (ECSE) students will demonstrate mastery of IEP objectives by their annual ARD

Evaluation Data Sources: Unique Reports, Classroom Data Sheets, Progress Reports









| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| <p>Strategy 1: Continue implementation of the Unique Learning System in all ECSE classrooms to determine the students' level of performance based on IEP objectives.</p> <p>Strategy's Expected Result/Impact: The Unique Learning System will ensure that all necessary elements are included in instruction. Reports can be run to monitor student progress and performance. These reports can be used to adjust instruction and respond to student needs.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: supplies and material - 199 PIC 99 - Undistributed - 6399, supplies and material - 199 PIC 23 - Special Education - 6399, supplies and material - 211 - Title I, Part A - 6399 - \$371</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Use of the Sensory/Motor Lab will ensure that ECSE students learn to use calming techniques so that they can refocus on learning. This aligns with our SEL focus and the Mindfulness used with staff.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: supplies and material - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$2,000, supplies and material - 211 - Title I, Part A - 6399, supplies and material - 199 PIC 23 - Special Education - 6399</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |

| Strategy 3 Details | Formative Reviews | | |
|--|---|------------|------------|
| <p>Strategy 3: The SPIRAL team will align curriculum to match the exemplary rating on the revised State Plan for the Gifted.</p> <p>Strategy's Expected Result/Impact: SBISD SPIRAL Program will be in compliance with State Standards for a gifted program. This will ensure that the SPIRAL curriculum aligns with best practices and TEA expectations for a Gifted Program.</p> <p>Staff Responsible for Monitoring: Principal Advanced Academic Studies</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: supplies and material - 199 PIC 21 - Gifted & Talented - 6399</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: ECSE Teachers will attend Region IV professional development to increase their skills to ensure that ECSE students meet their IEP objectives.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: professional development - 211 - Title I, Part A - 6239 - \$2,200</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: ECSE teachers will implement Music Therapy strategies to enhance the learning of students on the autism spectrum.</p> <p>Strategy's Expected Result/Impact: Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals such as behavioral, social, psychological, communicative, physical, sensorymotor, and/or cognitive functioning.</p> <p>Staff Responsible for Monitoring: Principal, Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Professional Development - 211 - Title I, Part A - \$4,000</p> | Formative | | |
| | Oct | Jan | Apr |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |

Goal 1: STUDENT ACHIEVEMENT. Every Bendwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2022, 100% of Bendwood Elementary School Economically Disadvantaged and English Language Learner Students will demonstrate mastery of IEP objectives by their annual ARD.







Evaluation Data Sources: Unique Reports, Classroom Data Sheets, Progress Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: IEPs will drive instruction for PPCD students. Strategy's Expected Result/Impact: Meeting IEP objectives at Annual ARD. Staff Responsible for Monitoring: ECSE Teachers Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: supplies and material - 199 PIC 23 - Special Education - 6399, supplies and material - 211 - Title I, Part A - 6399</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: SPIRAL students will be challenged through a rigorous curriculum which meets the needs of gifted learners. Strategy's Expected Result/Impact: Increase in knowledge of thematic unit topics. Staff Responsible for Monitoring: SPIRAL Teachers Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: supplies and material - 282 ARP21 (ESSER III Campus Allocations) - \$2,400, supplies and material - 199 PIC 21 - Gifted & Talented - 6399, 6112, 6239</p> | Formative | | |
| | Oct | Jan | Apr |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: STUDENT SUPPORT. Every Bendwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, 100% of students at Bendwood Elementary School will meet expectations on the Social Emotional Learning portion of the CIRCLE assessment.






Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist

| Strategy 1 Details | Formative Reviews | | |
|---|---|------------|------------|
| <p>Strategy 1: Activities will include Back to School Event, Fall and Spring Play Dates, Spirit Nights, Interactive Speech Workshops and a Kids Night In.</p> <p>Strategy's Expected Result/Impact: Increase in parent and student involvement outside of the school day.</p> <p>Staff Responsible for Monitoring: Principal, Title I Interventionist</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: supplies and material - 199 PIC 30 - At Risk School Wide SCE - 6399, supplies and material/professional salary - 211 - Title I, Part A - 6399, 6119, supplies - 211 - Title I, Part A - 6499 - \$1,001, supplies and material - 199 PIC 99 - Undistributed - 6399, 6122, 6499, Professional Salary - 211 - Title I, Part A - 6100 - \$7,228</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: ECSE students and parents will participate in 2 shared reading activities.</p> <p>Strategy's Expected Result/Impact: Utilization of shared reading strategies between parent and child. Reading connected to school.</p> <p>Staff Responsible for Monitoring: ECSE Teachers Title Interventionist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: materials and resources - 211 - Title I, Part A - 6399, 6329 - \$500</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: STUDENT SUPPORT. Every Bendwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters







| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| <p>Strategy 1: The SPIRAL Teachers will implement their knowledge of SEL strategies and the Character Strong Program.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals for antecedent behaviors caused by lack of social and emotional skills.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p> | Formative | | |
| | Oct | Jan | Apr |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

HB3 Goal











Evaluation Data Sources: Campus Safety Committee roster

| Strategy 1 Details | Formative Reviews | | |
|--|---|------------|------------|
| <p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: supplies and materials - 199 PIC 99 - Undistributed - 6399</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Oct | Jan | Apr |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.








Evaluation Data Sources: Campus Emergency Operation Procedures Documents

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Oct | Jan | Apr |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Oct | Jan | Apr |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: FISCAL RESPONSIBILITY. Bendwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.







Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Oct | Jan | Apr |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: Provide SPIRAL students with the same technology access as they have at their home schools.

Performance Objective 1: SPIRAL students will have the same access to iPads and ChromeBooks as other students in the district.

Evaluation Data Sources: Projects, Products, Rubrics

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|-----|
| <p>Strategy 1: Students will have access to iPads and ChromeBooks at Bendwood.</p> <p>Strategy's Expected Result/Impact: Students will produce quality projects and products as assessed by a rubric.</p> <p>Staff Responsible for Monitoring: Jana Bassett</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 6398</p> | Formative | | |
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Campus Funding Summary

| 199 PIC 21 - Gifted & Talented | | | | | |
|--------------------------------------|-----------|----------|------------------------|------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | supplies and material | 6399 | \$0.00 |
| 1 | 2 | 2 | supplies and material | 6399, 6112, 6239 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$19,300.00 |
| +/- Difference | | | | | \$19,300.00 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | supplies and material | 6399 | \$0.00 |
| 1 | 1 | 2 | supplies and material | 6399 | \$0.00 |
| 1 | 2 | 1 | supplies and material | 6399 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$17,580.00 |
| +/- Difference | | | | | \$17,580.00 |
| 199 PIC 30 - At Risk School Wide SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | supplies and material | 6399 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$3,500.00 |
| +/- Difference | | | | | \$3,500.00 |
| 199 PIC 99 - Undistributed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | supplies and material | 6399 | \$0.00 |
| 2 | 1 | 1 | supplies and material | 6399, 6122, 6499 | \$0.00 |
| 3 | 1 | 1 | supplies and materials | 6399 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$32,345.00 |
| +/- Difference | | | | | \$32,345.00 |

| 211 - Title I, Part A | | | | | |
|--|-----------|----------|---|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | supplies and material | 6399 | \$371.00 |
| 1 | 1 | 2 | supplies and material | 6399 | \$0.00 |
| 1 | 1 | 4 | professional development | 6239 | \$2,200.00 |
| 1 | 1 | 5 | Professional Development | | \$4,000.00 |
| 1 | 2 | 1 | supplies and material | 6399 | \$0.00 |
| 2 | 1 | 1 | supplies and material/professional salary | 6399, 6119 | \$0.00 |
| 2 | 1 | 1 | supplies | 6499 | \$1,001.00 |
| 2 | 1 | 1 | Professional Salary | 6100 | \$7,228.00 |
| 2 | 1 | 2 | materials and resources | 6399, 6329 | \$500.00 |
| 5 | 1 | 1 | Supplies and Materials | 6398 | \$0.00 |
| Sub-Total | | | | | \$15,300.00 |
| Budgeted Fund Source Amount | | | | | \$15,300.00 |
| +/- Difference | | | | | \$0.00 |
| 282 ARP21 (ESSER III Campus Allocations) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | supplies and material | 6399 | \$2,000.00 |
| 1 | 2 | 2 | supplies and material | | \$2,400.00 |
| Sub-Total | | | | | \$4,400.00 |
| Budgeted Fund Source Amount | | | | | \$4,400.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$19,700.00 |

Addendums