

Spring Branch Independent School District

Bendwood Elementary School

2024-2025



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 Elementary School serves 3-5 year old students in the Early Childhood Special Education program (ECSE) and students in grades 3-5 in the Spring Branch Program for Improving Reasoning and Accelerating Learning (SPIRAL) program for the Gifted and Talented (G/T).

Enrollment is increasing in the ECSE program with a year end increase of 17 students at the end of 2023-2024. Identification trends for students in the SPIRAL program showed an increase of 174 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends for the Early Childhood Special Education (ECSE) Program:

2023-2024: Enrollment – 67+

2022-2023: Enrollment – 50+

2021-2022: Enrollment – 48+

Source: PEIMS OnDataSuite Fall Dashboard

Note: Services can begin on a child's third birthday therefore enrollment is likely to increase throughout the school year

Gifted and Talented Identified Students who are Eligible for the SPIRAL Program:

2023-2024: Identified – 1,187

2022-2023: Identified – 1,022

2021-2022: Identified – 847

Source: PEIMS OnDataSuite Fall Dashboard, Grades 3-5 Eligible Students Identified as G/T

Demographics Strengths

- Opportunity to serve students from across the district
- Our special programs align with the needs of our students
- Students identified for Gifted and Talented services increased

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL students are underrepresented in our SPIRAL program with 21% of SPIRAL students identified as ELL compared to 45% of students within SBISD for the 2023-2024 school year. **Root Cause:** Need for communication to increase awareness of SPIRAL/GT opportunities for ELL families.

Problem Statement 2: Students identified as Hispanic are underrepresented in the SPIRAL program independent of ELL designation. District enrollment is 56% Hispanic and SPIRAL enrollment is 26% Hispanic in the 2023-2024 school year. **Root Cause:** Need for communication to increase awareness of SPIRAL/GT opportunities for Hispanic families and access to inclusive multi-modes of testing and identification.

Student Achievement

Student Achievement Summary

Bendwood Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

Early Childhood Special Education (ECSE) Program

The Early Childhood Special Education (ECSE) is a comprehensive continuum of services for children, ages 3-4 who have an Individual Education Plan (IEP) with identified delays in one or more of the five developmental areas (i.e., cognition, communication, self-help, fine/gross motor, social/emotional). Services begin on the child's 3rd birthday. The CUBS (Communication Upholding Behavioral Skills) program at Bendwood serves 3 to 5-year old students who require a highly structured classroom environment and an increased adult-to-student ratio. The CUBS classroom structure places increased emphasis on the acquisition of positive behavioral skills and appropriate communication and socialization with peers and adults. Related services are available for CUBS students as well. The Unique Learning System is the core curriculum used for student in the ECSE program at Bendwood Elementary. It is an internet based special education program that is comprised of over 30 lessons and unique instructional downloads centered around a monthly theme. The Unique Learning System differentiates instruction and is comprised of three levels that can accommodate learners with significant cognitive disabilities performing at the independent level (Level 3), the supported level (Level 2) or participatory level (Level 1). The three levels are further explained below:

- Level 3 Learners – can read text and can participate more independently in the lesson
- Level 2 Learners- require pictorial support and require mild to moderate support to participate in the lesson
- Level 1 Learners- require extensive supports to participate in the lesson.

SPIRAL Program for the Gifted and Talented (G/T)

The SPIRAL program serves the needs of gifted and talented students in grades 3 through 5 from across the district. SBISD elementary schools send their G/T students to Bendwood Elementary once a week for specialized curriculum in language arts, social studies, science and math. SBISD provides bus transportation to and from the home campus to Bendwood Elementary. The SPIRAL Classes are self-contained. Classes are also multi-grade classrooms with students from the three grades spread throughout the nine classes. Students spend one day per week in a challenging program that increases reasoning and accelerates learning through the development of multiple intelligences, leadership characteristics, and higher-level thinking skills. SPIRAL students participate in a more elaborate, in-depth study of major topics each semester, and engage in problem solving that integrates knowledge across systems of thought. In addition, SPIRAL teachers encourage students to demonstrate leadership qualities, high-level practical skills, and a capacity for creative thinking.

SPIRAL Curriculum

- Adventures in Wild Weather
- Code, Create, Collaborate – Program On! (3CPO)
- Mysteries in Medical Science
- Ancient Civilizations
- Exciting Explorations in Engineering
- From Rocks to Robotics
- Our Energetic Earth
- The Atoms Family
- A Penny Saved Is a Penny Earned

Student Achievement Strengths

- Students in the ECSE programs consistently meet the communication goals set by their Annual ARD.
- Students in the SPIRAL program successfully complete research projects following the IIM model.
- Students in the SPIRAL program expand academic vocabulary through mastery of Greek and Latin roots with academic vocabulary connections.
- Students in SPIRAL successfully complete at least 1 engineering design challenge including cross-curricular TEKS and Higher Order Thinking problem solving.
- Students in SPIRAL achieved 84% Mastery (98% Meets or Masters) on the Reading STAAR 23-24
- Students in SPIRAL achieved 75% Mastery (97% Meets or Masters) on the Math STAAR 23-24

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students identified as Hispanic and GT under-perform on the STAAR compared to their non-Hispanic GT peers. This population makes up 26% of the overall SPIRAL enrollment but 70% of the SPIRAL students scoring below Meets on the Reading STAAR and 49% of the SPIRAL students scoring below meets on the Math STAAR were Hispanic. **Root Cause:** There is a need for strategic academic vocabulary instructional strategies that are implemented consistently across SPIRAL classrooms with an increased focus on targeting these students.

Problem Statement 2: Students identified as ELL and GT under-perform on the STAAR compared to their non-ELL / GT peers. This population makes up 21% of the overall SPIRAL enrollment but 50% of the SPIRAL students scoring below Meets on the Reading STAAR and 29% of the SPIRAL students scoring below meets on the Math STAAR were ELL. **Root Cause:** There is a need for strategic academic vocabulary instructional strategies that are implemented consistently across SPIRAL classrooms with an increased focus on targeting these students.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Bendwood Elementary School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Number of Teachers for the Early Childhood Special Education (ECSE) Program:

2023-2024: 5

2022-2023: 6

2021-2022: 6

Source: Skyward

Number of Teachers for the SPIRAL Program for the Gifted and Talented (G/T):

2023-2024: 9

2022-2023: 9

2021-2022: 9

Source: Skyward

Staff Recruitment and Retention Strengths

- Celebrations and appreciations are given to staff members in team and staff meetings
- Regular faculty meetings promote open discussions regarding campus and district issues
- Administrative support for teachers who seek specialized staff development
- Staff are engaged in the PLC process as active participants in data analysis to better understand low performing areas and target individual student needs

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We are entering the 24-25 school year with open para-educator positions. 3 Para-educators resigned at the end of the school year. **Root Cause:** Professional development and team building exercises are not sufficient on their own to support the development and retention of high quality support staff when nearby districts are offering higher pay for the same positions.

Problem Statement 2: 3 of 9 SPIRAL teachers are new to Bendwood and SPIRAL for the 2024-2025 school year. **Root Cause:** The transition of the SPIRAL program to having positions funded by parent donation creates a feeling of instability.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Bendwood Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events.

COMMUNITY ENGAGEMENT

Bendwood Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

FAMILY ENGAGEMENT

- 236 volunteers
- Active PTA
- Hosted family events such as: Family Picnics, Rodeo, Fall festival, Bendwood Blast, Christmas Sing Along, Splash Day
- Implemented family engagement strategies including: SPIRAL weekly newsletters, ECSE monthly newsletters, emails, Remind, positive phone calls/notes
- Family feedback indicates that 93% of parents felt informed about parent involvement activities, and we have strong engagement in these activities.

COMMUNITY ENGAGEMENT

- PTA raised approximately 700,000 to fund the SPIRAL program from a variety of community partners.
 - Bendwood Be An Angel Fund, Inc.
 - Bendwood Eye Shop Eye Care Donation
 - Tradition Title Company
 - AB Law
 - CE Barker LTD
 - Moody Rambin
 - Collision Craftsman
 - The Cornell Family
 - The Rice Family
 - The Carvalho Family - Boy Scouts of America
 - Chick-fil-A
 - Verbena Coffee

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: While parents overwhelmingly attend our engagement events and support programs through fundraising, attendance at PTA meetings is low often hovering between 10 to 20 participants. **Root Cause:** Family feedback indicates that parents did not feel connected to one another (77%). We face competition with the home campus and other activities. We need to think of ways to include virtual participation and more meaningful content.

Problem Statement 2: ELL students are underrepresented in our SPIRAL program with 21% of SPIRAL students identified as ELL compared to 45% of students within SBISD for the 2023-2024 school year. Families of ELL students are also underrepresented within our PTA involvement. **Root Cause:** PTA information needs to be communicated and accessible in both Spanish and English.

Goals

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

Performance Objective 1: ACHIEVEMENT: Using the Unique Learning System and Thematic Units, 98% of Early Childhood Special Education (ECSE) students will demonstrate mastery of their Communication IEP objective by their annual ARD.

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

Strategy 1 Details
<p>Strategy 1: ECSE/CUBS teachers and assistants will attend provided trainings to increase their skills in the areas of TEACCH methods and ABA strategies to design an effective classroom for students with autism.</p> <p>Strategy's Expected Result/Impact: Increase in student productivity and a decrease in behaviors by designing a classroom to address the specific needs of students with autism.</p> <p>Staff Responsible for Monitoring: Assistant Director, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Misc. Supplies - 199 PIC 23 - Special Education - 6399 - \$1,125, Contract Services PD Region 4 - 211 - Title I, Part A - 6239 - \$680</p>

Strategy 2 Details

Strategy 2: Continue usage of the Unique Learning System in all ECSE classrooms to determine the students' level of performance based on Unique Standards.

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.

Staff Responsible for Monitoring: Principal
Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies and Materials - 199 PIC 23 - Special Education - 6399 - \$10,000, Subs & Support Staff - 199 PIC 23 - Special Education - 6112 - \$1,000

Strategy 3 Details

Strategy 3: 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 where they can practice following routines and schedules, and practice pro-social skills such as using calming strategies, turn taking, sharing, and collaborative play.

Strategy's Expected Result/Impact: Developing skills such as routine following, calm down strategies, and pro social skills in the Sensory/Motor Lab will ensure that ECSE students can transfer these skills to the classroom so that they can refocus on learning. This aligns with our core characteristic focus and the Mindfulness used with staff.

Staff Responsible for Monitoring: Assistant Director, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Misc. Technology and Equipment - 199 PIC 23 - Special Education - \$500

Strategy 4 Details

Strategy 4: Students will have access to iPads and Chrome Books at Bendwood.

Strategy's Expected Result/Impact: Students will produce quality projects and products as assessed by rubric.

Staff Responsible for Monitoring: Assistant Director

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Performance Objective 2: ACHIEVEMENT: Using mid-year and end-of-year report card data, 90% of Bendwood SPIRAL students will meet or exceed expectations on their semester long units of study.

Evaluation Data Sources: Grade Books, Report Cards, Anecdotal Notes

Strategy 1 Details

Strategy 1: The SPIRAL team will use the PLC process to engage in a continuous cycle of improvements to individual curricular units in response to student performance using new knowledge obtained through professional development.

Strategy's Expected Result/Impact: SBISD's 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.

Staff Responsible for Monitoring: Assistant Director, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Professional Development Travel Expenses - 199 PIC 21 - Gifted & Talented - 6411 - \$3,000, Substitutes - 199 PIC 21 - Gifted & Talented - 6112 - \$4,000, Supplies and Materials - 199 PIC 21 - Gifted & Talented - 6399 - \$8,000, Supplies Library - 199 PIC 21 - Gifted & Talented - 6399 - \$3,000, Student Transportation - 199 PIC 21 - Gifted & Talented - 6494 - \$4,000, Misc. Contracted Serviced PD Teachers and Principal - 211 - Title I, Part A - 6299 - \$2,000

Goal 2: STUDENT SUPPORT. Bendwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Bendwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: Bendwood SPIRAL students will demonstrate that they are ethical and service minded by recognizing civic engagement benefiting the greater community through school-wide and individual Good Neighbor activities and philanthropic work in their classes.

Strategy's Expected Result/Impact: Recognizing how personal decisions and actions impact the greater community.

Staff Responsible for Monitoring: SPIRAL Teachers

Assistant Director

Title I:

2.5, 2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Misc. Supplies & Materials - 199 PIC 21 - Gifted & Talented - 6399 - \$430

Strategy 2 Details

Strategy 2: The SPIRAL & Special Education teams will use the PLC process to engage in a continuous cycle of instructional improvements in response to student performance using new knowledge obtained through professional development and team collaboration.

Strategy's Expected Result/Impact: SBISD's 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. Special Education students will consistently make progress towards individualized goals. Special Education Teams will provide services and instruction in compliance with state and federal guidelines while students make progress towards individualized goals.

Staff Responsible for Monitoring: Assistant Director, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Technology & Equipment Misc. - 199 PIC 21 - Gifted & Talented - 6398 - \$500, Technology & Equipment Misc. - 199 PIC 23 - Special Education - 6398 - \$500, Supplies & Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$5,870, Substitutes Support Staff - 199 PIC 21 - Gifted & Talented - 6122 - \$500, Substitutes Support Staff - 199 PIC 23 - Special Education - 6122 - \$2,000, Supplies & Materials - 211 - Title I, Part A - 6399 - \$15,000

Strategy 3 Details

Strategy 3: Bendwood SPIRAL students will demonstrate that they can skillfully convey thoughts, ideas, knowledge and information through their Research Project and Oral Presentation

Strategy's Expected Result/Impact: Communicator and Collaborator, Research Skills using IMM (Independent Investigation Method).

Staff Responsible for Monitoring: SPIRAL Teachers, Assistant Director

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Supplies & Materials - 199 PIC 21 - Gifted & Talented - 6399 - \$4,000

Strategy 4 Details

Strategy 4: Increase parent and family engagement through the Back to School event, Fall and Spring Play Dates, Spirit Nights, Interactive Workshops, GT Showcase, and ECSE shared reading events.

Strategy's Expected Result/Impact: Increased parent and student engagement in learning beyond the school day.

Staff Responsible for Monitoring: Assistant Director and Teachers

Title I:

2.5, 4.1, 4.2

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Supplies & Resources - 199 PIC 23 - Special Education - 6399 - \$1,000, Misc. Contract Services - 199 PIC 99 - Undistributed - 6299 - \$425, Overtime - 199 PIC 99 - Undistributed - 6121 - \$2,000, Misc Operating Expenses - 199 PIC 99 - Undistributed - 6499 - \$4,000, Supplies & Materials (Family Engagement) - 211 - Title I, Part A - 6399 - \$2,500, Other Reading Materials (Family Engagement) - 211 - Title I, Part A - 6329 - \$3,000, Misc. Operating Expenses - 211 - Title I, Part A - 6499 - \$500

Goal 3: SAFE SCHOOLS. Bendwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: 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 where they can practice following routines and schedules, and practice pro-social skills such as using calming strategies, turn taking, sharing, and collaborative play.

Strategy's Expected Result/Impact: Developing skills such as routine following, calm down strategies, and pro social skills in the Sensory/Motor Lab will ensure that ECSE students can transfer these skills to the classroom so that they can refocus on learning. This aligns with our core characteristic focus and the Mindfulness used with staff.

Staff Responsible for Monitoring: Assistant Director, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - 6399 - \$500

Strategy 2 Details

Strategy 2: The Campus Safety Committee will review campus discipline and health & safety procedures quarterly to evaluate and amend the campus discipline plan and EOP as needed.

Strategy's Expected Result/Impact: Consistent review of the implementation of the campus discipline will ensure the learning environment is safe for all students.

Staff Responsible for Monitoring: Assistant Director, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: Supplies - Clinic - 199 PIC 99 - Undistributed - 6399 - \$2,000, Overtime - 199 PIC 99 - Undistributed - 6121 - \$1,000, Supplies & Materials - 199 PIC 99 - Undistributed - 6399 - \$500

Goal 3: SAFE SCHOOLS. Bendwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety including ongoing review of EOP.

Strategy's Expected Result/Impact: Each Campus team will meet 3 times per year to refine safety practices.

Staff Responsible for Monitoring: Assistant Director

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Participate in campus safety audit.

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.

Staff Responsible for Monitoring: Administrators
Safety Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Bendwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs.

Staff training documents maintained.

EOP submitted by September 1st.

Staff Responsible for Monitoring: Administrators

Safety Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Goal 4: FISCAL RESPONSIBILITY. Bendwood Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details

Strategy 1: Conduct frequent budget meetings with the Administrative Assistant to review and manage money, and make determinations about office expenditures.

Strategy's Expected Result/Impact: Error free records with accurate documentation of purchases and orders.

Staff Responsible for Monitoring: Principal, Administrative Assistant

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Funding Sources: Dues - 199 PIC 99 - Undistributed - 6495 - \$400, Travel - 199 PIC 99 - Undistributed - 6411 - \$1,000, Supplies - Office - 199 PIC 99 - Undistributed - 6399 - \$3,000, magazines - 199 PIC 99 - Undistributed - 6325 - \$100, Oth. Maint. Repair - 199 PIC 99 - Undistributed - 6249 - \$400, Copier Maint. - 199 PIC 99 - Undistributed - 6269 - \$1,800, Substitute - Support Staff - 199 PIC 99 - Undistributed - 6122 - \$1,000, Misc. Operating Expenses - 199 PIC 99 - Undistributed - 6299 - \$4,560

Campus Funding Summary

199 PIC 21 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies Library	6399	\$3,000.00
1	2	1	Supplies and Materials	6399	\$8,000.00
1	2	1	Professional Development Travel Expenses	6411	\$3,000.00
1	2	1	Substitutes	6112	\$4,000.00
1	2	1	Student Transportation	6494	\$4,000.00
2	1	1	Misc. Supplies & Materials	6399	\$430.00
2	1	2	Substitutes Support Staff	6122	\$500.00
2	1	2	Technology & Equipment Misc.	6398	\$500.00
2	1	3	Supplies & Materials	6399	\$4,000.00
Sub-Total					\$27,430.00
Budgeted Fund Source Amount					\$27,430.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Supplies	6399	\$1,125.00
1	1	2	Supplies and Materials	6399	\$10,000.00
1	1	2	Subs & Support Staff	6112	\$1,000.00
1	1	3	Misc. Technology and Equipment		\$500.00
2	1	2	Technology & Equipment Misc.	6398	\$500.00
2	1	2	Substitutes Support Staff	6122	\$2,000.00
2	1	4	Supplies & Resources	6399	\$1,000.00
Sub-Total					\$16,125.00
Budgeted Fund Source Amount					\$16,125.00
+/- Difference					\$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplies & Materials	6399	\$5,870.00
Sub-Total					\$5,870.00
Budgeted Fund Source Amount					\$5,870.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Misc Operating Expenses	6499	\$4,000.00
2	1	4	Misc. Contract Services	6299	\$425.00
2	1	4	Overtime	6121	\$2,000.00
3	1	1	Supplies & Materials	6399	\$500.00
3	1	2	Supplies - Clinic	6399	\$2,000.00
3	1	2	Supplies & Materials	6399	\$500.00
3	1	2	Overtime	6121	\$1,000.00
4	1	1	Misc. Operating Expenses	6299	\$4,560.00
4	1	1	Dues	6495	\$400.00
4	1	1	Copier Maint.	6269	\$1,800.00
4	1	1	Travel	6411	\$1,000.00
4	1	1	Supplies - Office	6399	\$3,000.00
4	1	1	Substitute - Support Staff	6122	\$1,000.00
4	1	1	magazines	6325	\$100.00
4	1	1	Oth. Maint. Repair	6249	\$400.00
Sub-Total					\$22,685.00
Budgeted Fund Source Amount					\$22,685.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contract Services PD Region 4	6239	\$680.00
1	2	1	Misc. Contracted Serviced PD Teachers and Principal	6299	\$2,000.00
2	1	2	Supplies & Materials	6399	\$15,000.00
2	1	4	Supplies & Materials (Family Engagement)	6399	\$2,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Other Reading Materials (Family Engagement)	6329	\$3,000.00
2	1	4	Misc. Operating Expenses	6499	\$500.00
Sub-Total					\$23,680.00
Budgeted Fund Source Amount					\$23,680.00
+/- Difference					\$0.00
Grand Total Budgeted					\$95,790.00
Grand Total Spent					\$95,790.00
+/- Difference					\$0.00