Spring Branch Independent School District
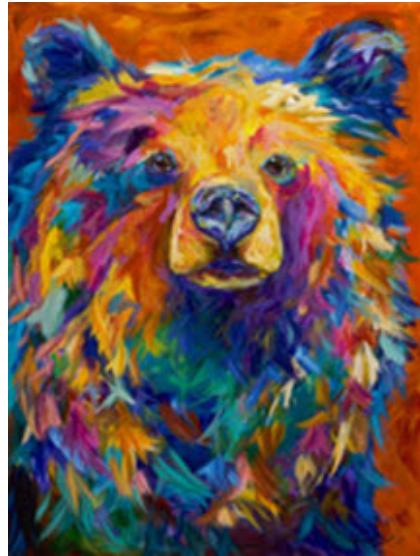
Bendwood Elementary School

2017-2018 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Bendwood School primarily serves 3, 4, and 5 year old students with varying special needs among 4 units of self contained Special Education PreSchool Program for Children with Disabilities 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 ethic distribution is approximately 80% Hispanic, 9% White, 7% African American, and 2% 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, 8 teachers 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.

Demographics Strengths

Due to the fact that Bendwood serves preschool aged students from throughout Spring Branch ISD, our population is ethnically and economically diverse. Our campus is often the first public school experience for our preschool students receiving special education services and their parents and our staff is skilled at creating strong relationships with students and parents to form a positive foundation for their entrance into the public school system.   Parent participation in parent conferences and ARD meetings is approximately 90%

Additionally, our talented and gifted student population is also ethnically and economically diverse due to representation from every elementary school within Spring Branch ISD.   Parent/family participation to support the school PTA is high.

Student Achievement

Student 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 2015-16 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 qualfication/identification is maintained by the SBISD Advanced Academic Services department.

Student Achievement Strengths

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School Culture and Climate

School Culture and Climate Summary

At the Bendwood School, our staff provides instruction that is rigorous, relevant, meaningful, and differentiated so that all students, regardless of their developmental level, experience success and achievement to their individual greatest potential. Bendwood serves a highly diverse population which includes preschool aged special needs students in our PPCD classes and 3rd, 4th, and 5th grade students. All of our students come from throughout the school district resulting in an ethnically diverse, yet cohesive and inclusive, school culture and climate. Utilizing team meetings, staff development, and collaboration with the Special Education and Advanced Academic Services departments, the needs of students are addressed on an individual basis.

School Culture and Climate Strengths

The Bendwood School culture and climate is supportive of the demographics, strengths, and needs of our students, parents, and families. Examples of this include: written and verbal translation services for students and parents, a variety of opportunities for parents to volunteer at the school, PTA meetings that coordinate with school wide events to encourage family participation, fall and spring parent conferences, Curriculum Night for G/T parents, Family Dinner Night, Family Bookfair Night, Meet the Teacher meeting, Incoming G/T students family dinner, and Summer Opportunities Meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Bendwood staff members are designated as highly qualified by NCLB definition. Our retention rate the current school year is 99.7%. Our turnover rate for the current school year is 0%. Our campus recruits experienced, ethnically diverse, and highly qualified staff members by utilizing the SBISD job applicant search system and the SBISD teacher job fair in the spring.

Staff Quality, Recruitment, and Retention Strengths

The Bendwood School has a traditionally high staff retention rate. 100% of our staff are highly qualified by NCLB definition. Staff members are supported in their professional development opportunities including seeking advanced degrees, certifications, and leadership experiences.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For our preschool aged students served in special education, there is no standardized curriculum. Curriculum and instruction is driven by student IEP's with alignment as much as possible with Texas Pre-Kindergarten guidelines. Curriculum and accompanying instruction is developed by each teacher individually and in team planning and is thematically based. Assessment is utilized in the form of IEP data collection and using the Brigance Inventory of Early Development as required by the special education department.

The curriculum for our students served in G/T is also not a standardized curriculum. Curriculum and instruction is driven by the needs and strengths of G/T learners using subject area TEKS that are at least 2 grade levels above the grade being taught. Each teacher designs and delivers her own unique classroom curriculum with instructional activities that are accelerated, rigorous, and relevant. Assessment tools vary dependent upon the instructional activity and lesson focus and may include number grades, rubrics, and student self evaluation.

Curriculum, Instruction, and Assessment 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.

Family and Community Involvement

Family and Community Involvement Summary

Our family and community involvement consists of the Bendwood PTA, PTA executive board, parent volunteers, school events involving students and families, community and corporate partnerships, and parent conferences & ARD meetings.

Family and Community Involvement Strengths

Our rate of parent participation for conferences and ARD meetings is approximately 85% to 90%. Our special education teachers communicate with parents on a daily basis using a written communication notebook and parents often write questions or comments back to the teachers in these notebooks. This is done in addition to communication by phone, email, conferences, and ARD meetings. Additionally, our G/T teachers communicate information to parents using weekly newsletters as well as phone calls, emails, and conferences. G/T parents readily contact their child's teachers with questions or concerns. We have a strong basis of parent volunteers with a great deal of volunteer time being offered to the campus through the work of our PTA executive board.

School Context and Organization

School Context and Organization Summary

The goals for our campus are outlined in the campus CIP which is developed over a period of time with input from the CIT team, campus staff, PTA board, and parents. The completed CIP is shared with staff, parents, PTA board, and district administrators through various outlets including: parent meetings, staff meetings, CIT meetings, and online. Leadership is structured on the campus through the Principal, Intervention Specialist, Special Education Team Leader, and G/T Team Leader, and Campus It's Learning Trailblazer. Staff members are also given leadership opportunities to plan and coordinate extra-curricular activities for our PPCD students, serve as mentors for new teachers, and serve as translators for ARD meetings.

School Context and Organization Strengths

Our campus CIP goals are relevant and meaningful and agreed upon by the stakeholders involved. The Bendwood leadership structure is well organized and clear yet encourages leadership opportunities and development among all teaching staff. Needs are analyzed and prioritized on an ongoing basis with input from staff, parents, CIT team, and PTA board. Teachers and staff have a voice in decision making through the CIT team, team meetings, staff meetings, and individual meetings with school leadership.

Technology

Technology Summary

Technology is readily available in every classroom at Bendwood. This includes: 3 Ipads & 1 touch screen desktop computer in each PPCD classroom, a minimum of 8 Ipads and 6 netbooks in each G/T classroom, 2 computer labs with 15 PC's and 10 Mac desktops in each lab. Reliable wifi access for internet connectivity is available throughout campus. Each teacher has a Dell wifi enabled laptop for use in and out of the classroom. There are various options for printing in color and black and white throughout campus. There are ACTIVBoards in all 8 G/T classrooms and in all 4 PPCD classrooms.

Technology Strengths

Staff and students utilize a wide variety of technology as mentioned in the technology summary to enhance and strengthen student engagement, independent learning/research, differentiation, and content depth.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

* PDAS and/or T-TESS

Parent/Community Data

* Parent Involvement Rate
* Community surveys and/or other feedback

Support Systems and Other Data

* Budgets/entitlements and expenditures data
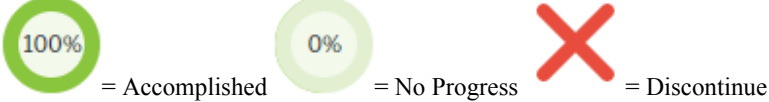* Other additional data

Goals

Goal 1: Develop rubrics and informal assessments for the SPIRAL curriculum.

Performance Objective 1: Gain knowledge and expertise to develop rubrics and informal assessments for the 8 Thematic Units of SPIRAL curriculum.

    Evaluation Data Source(s) 1: End of year assessments, campus, district, and state results.

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 1) Develop Performance Scales for the SPIRAL curriculum to determine if the students are performing at the advanced, proficient, or developing level.	1, 2, 8	SPIRAL Teachers Principal	End of year assessments Campus, district and state results			
Critical Success Factors CSF 1 CSF 2 2) Professional development training on Creating and Using Learning Targets and Performance Scales by Robert Marzano.	1, 4	Principal	Agendas Sign In Sheets Implementation			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 1: Develop rubrics and informal assessments for the SPIRAL curriculum.

Performance Objective 2: The SPIRAL team will read Creating and Using Learning Targets and Performance Scales by Robert Marzano to assist in the development of rubrics and informal assessments.

Evaluation Data Source(s) 2: Rubrics and Informal Assessments

Summative Evaluation 2:

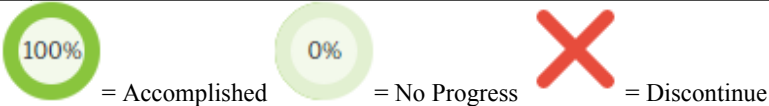## Goal 2: 100% of PPCD students will meet their IEP social and cognitive goals.

Performance Objective 1: PPCD students who have been identified as intellectually disabled will be provided with educational opportunities to enable them to meet their IEP goals.

Evaluation Data Source(s) 1: IEP Progress Data
Progress Reports
Annual ARD

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) PPCD students' IEP will direct instruction. They will be provided with enrichment opportunities in the a.m. and p.m.	1, 3	Principal	Fall Festival, Santa visit to mall, Kids Gym, Oasis for Children			
2) Activ Boards will be utilized to enhance instruction and ensure all PPCD students meet their IEP objectives.	1	Principal	Progress Reports, Report Card			
3) PPCD teachers will attend the Region IV Pre-School Summer Institute to increase their skills to ensure that PPCD students meet their IEP objectives.	1	Principal	Lesson Plans			
Funding Sources: 211 - Title I, Part A - $1,500.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: SPIRAL teachers will create informal assessments that are rigorous and appropriate for students based on TEKS at least two grade levels above.

Performance Objective 1: Rigorous and appropriate assessments will affect the level of achievement and growth by informing instruction and ensuring the calibration of mastery performance on assessments.

Evaluation Data Source(s) 1: Assessments
SPIRAL Report Card
Rubrics

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Using Performance Standards as a guide, unit assessments will be updated.	1	Teachers, Principal	Progress Reports, Parent Conferences			

100% = Accomplished	0% = No Progress	✗ = Discontinue

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

    Evaluation Data Source(s) 1: All strategies will be implemented.

    Summative Evaluation 1:

Strategy Description	Title I	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. (List programs to be evaluated. Include all programs receiving state or federal funds.)	2					
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)	1	Jana Bassett, Principal Joanne Collier, Admin Support	End of year evaluations			
	Funding Sources: 211 - Title I, Part A - $7,058.00					
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.)	1, 10	Jana Bassett Principal, Joanne Collier	Report Cards			

4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).	1	Jana Bassett Principal, Joanne Collier	Surveys			
5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)	1	Joanne Collier	Staff and Student Participation			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.)	1	Jana Bassett Principal, Joanne Collier	Staff and Student Participation			

7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)	1, 7	Jana Bassett	End of Year Checklist			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)	1	Jana Bassett and Special Ed.				
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)	1	Jana Bassett and Sara Terral	Survey			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)	1	Jana Bassett	Survey			

11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)	1	Jana Bassett	Report Cards			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.)	1	Liz Rojas	End of year report			

13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)	1, 6	Jana Bassett Principal, Joanne Collier	Survey			
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.)	3, 4	Jana Bassett Principal, Joanne Collier	Survey			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.)	4, 5	Joanne Collier	Survey			

16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)	5	Jana Bassett	Sign in sheet			
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.)	6	CIT	Survey			
18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.)	2	Jana Bassett, AAS Department	Survey. Sign-In sheets, Agendas			
19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.)	1, 2	Jana Bassett	Observation			

20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus.	1, 9	Jana Bassett	Identified Students			
21) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	2	Joanne Collier	End of year report			
22) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)	2	Principal, AP, CIT, CIS, Counselor	Final revised Parent Compact. Final revised Parent Involvement Policy			

| 23) Increase parent attendance at Title I Annual Meeting to share:
*standards and goals
*parents' rights'
*curriculum
*School Report Card
*Title I participation
*Offer a flexible number of meetings.

(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.) | 6 | Principal, AP, CIT, CIS, | Parent Survey | | | |

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Increase attendance at PPCD Parent Meetings by 10%.

Performance Objective 1: Increase attendance at PPCD Parent Meetings by 10%.

    Evaluation Data Source(s) 1: Increase in parent participation

    Summative Evaluation 1:
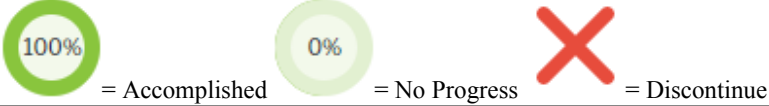
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Increase parent participation by 10%.		Joanne Collier	Increase in attendance as evidenced by sign in sheets.			
2) Provide Mikey's Guide as a resource for appropriate activites for the parents of our PPCD and CUBS students.		Joanne Collier	Feedback from parents on usefulness of guide.			
Funding Sources: 211 - Title I, Part A - $500.00						
3) Hold 2 Parent Saturday Events where parents bring their children to the Bendwood playground for lunch and activities.		Jana Bassett Joanne Collier	Increase in parental involvement.			
Funding Sources: 211 - Title I, Part A - $400.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 6: 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 printers as other students in the district.

Evaluation Data Source(s) 1: Projects, Products, Rubrics

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will have access to IPads and printers at Bendwood		Jana Bassett	Students will produce quality products and products as assess by a rubric.			
Funding Sources: 211 - Title I, Part A - $3,142.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Campus Funding Summary

199 PIC 21 - Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,300.00
				+/- Difference	$18,300.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17,855.00
				+/- Difference	$17,855.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,600.00
				+/- Difference	$30,600.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Region IV	211.13.6239	$1,500.00
4	1	2	Admin support staff	6119	$7,058.00
5	1	2	Mikely's Guide		$500.00
5	1	3	Snacks		$400.00
6	1	1	10 IPADS	6398	$3,142.00
				Sub-Total	$12,600.00

Budgeted Fund Source Amount	$12,600.00
+/- Difference	$0
Grand Total	$12,600.00