



**2018-2019
Campus Improvement Plan
Bridge Point Elementary
Eanes ISD**



BPE 2018-2019 CLT Members

Heather Meek, Principal

Sheri Bryant, Assistant Principal

Addie Edwards, Counselor

Amy Williams, Instructional Partner

Emily Tipps, Educational Technician

Jenny King, Teacher (K)

Sherri Ford, Teacher (special ed.)

Cassandra Barnhart (special ed.)

Meg Green, Teacher (4th)

Rachel Steinberg, Teacher (5th)

Kathy Dean, Teacher (PE)

Eric Wright (Dir. of Technology Services)

Cassie Bale, Booster Club Co-President

Emily Galatzan, Booster Club Co-President

Jayne Tirres, BPE Parent

Kristen Stewart, BPE Parent

Shane Street, Business Member

John Hiatt, Business Member

Ann Root, Community Member

Holly Nelson, Community Member



BRIDGE POINT ELEMENTARY MISSION STATEMENT

Our BPE family will strive to create an engaging and safe place for everyone to learn, take risks and succeed.



Cohesive Planning 2017-2018

OUR MISSION: *The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.*

Strategic Values	Strategic Direction		Strategic Action		Strategic Results
WHERE <small>do we begin?</small>	WHAT <small>are our priorities this year?</small>	WHY <small>are these essential to organizational direction?</small>	HOW <small>do we make the goals actionable?</small>	WHO <small>accelerates these initiatives to the next level?</small>	WHEN <small>will we know we are successful?</small>
Community Values	Board of Trustees Priorities	Annual Goals	District Improvement Plan	Campus Improvement Plans	The WHEELS of Success
<ul style="list-style-type: none"> Relevant Learning Foundational Workplace Skills Community Connections Academic Rigor and Wholistic Education Opportunities for All Students Assessing and Measuring Support and Resources Integration and Innovation 	<p>Guaranteed Viable Curriculum →</p> <p>Innovation →</p>	<p>Instructional Goals</p> <ul style="list-style-type: none"> Pre-K-12 SEL (Social-emotional learning) Oral & written communication Student opportunities <p>Operational Goals</p> <ul style="list-style-type: none"> Staffing and enrollment Facility and land use Student support services Professional learning and evaluation Community Engagement Budget priorities 	<p>Pre-K-12 SEL</p> <ul style="list-style-type: none"> Reduce cultural stress; value emotional health <p>Oral & Written Communication</p> <ul style="list-style-type: none"> Align and refine curricula and rubrics <p>Student Opportunities</p> <ul style="list-style-type: none"> Design alternative paths Study flexible time and schedules Balance interventions and challenge Expand Interdisciplinary approaches <p>Facility and Land Use</p> <ul style="list-style-type: none"> Study building utilization and attendance areas Maximize capacities Determine position on portable classrooms Explore land acquisition <p>Community Engagement</p> <ul style="list-style-type: none"> Ensure consistency, clarity and inclusivity 		<p>A Successful Eanes GRADUATE is a(n):</p> <ul style="list-style-type: none"> Well-rounded person Healthy individual Effective communicator Engaged citizen Life-long learner <p>A Successful Eanes EDUCATOR:</p> <ul style="list-style-type: none"> Welcomes collaboration Honors students Exemplifies expertise Embraces learning Leads to inspire





PRIORITY: Social-Emotional Learning					
GOAL: Fully Implement a Guaranteed Viable Curriculum for Social-Emotional Learning					
1.a. Strategy - Develop clear expectations and systems that support positive culture building wide.					
1.b. Strategy – Implement Second Step resources as a GVC for SEL competencies.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Create a campus discipline committee to design systems that support the BPE mission and Life Skills.	2018-2019	grade level teams, Counselors, Principals	Professional learning communities, student assemblies, morning broadcast	Attendance at the campus professional learning; preparation of a life skills lesson; preparation of an experience that embeds a competency in curriculum. PLCs identify areas of need, create a campus set of behavior expectations for various parts of the building. Students engage in positive behavior tasks, culture building and receive feedback.
2	Teachers will provide daily lessons on SEL competencies during daily morning meetings. Counselors will provide intermittent monthly SEL lessons during guidance lessons.	2017-20 school year	Teachers, Counselors, Principal	Second Step resources; other SEL Curriculum Resources	Formative: Classroom Learning Walks and observations of Second Step lesson done effectively. Observations during daily morning meetings. Student participation noted. Summative: Analysis of EOY student and staff surveys to show if BPE has a culture that implements SEL competencies and values emotional health



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No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4	Monitor implementations of instruction of the SEL competencies through TGAP	2017-20 School Year	Principal; Student Services	Teacher Growth and Appraisal Process (TGAP) documents	Formative: Classroom observations using district developed “look fors” Summative: TGAP appraisals indicate teachers are implementing SEL competencies and reducing stress and improving emotional health.
5	Implement a school wide focus for students and parents on one competency per month	2017-20 School Year	Counselors; Principal; Teachers, BPE discipline committee	Bulletin Boards; Assembly; newsletters; Morning meetings; parent education	Formative: Students earn life skills badges and are recognized during morning assembly each day. Monthly competency sent in newsletter, posted on website, addressed at assembly, and Leadership Board Summative: Parent survey indicates greater awareness of SEL competencies and parent support of emotional health



PRIORITY: Oral and Written Communication					
GOAL: Implement GVC for Oral and Written Communication					
2.a. Strategy – BPE will provide a GVC that acknowledges and supports individual differences and learning needs.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide professional learning on process standards aligned to communications skills in reading, writing and math problem solving	2017-20 School Year	C & I Directors, principals, Instructional Partners, Grade Level Professional Learning Communities	TEKS Process standards; Lead4Ward Resources; District development aligned documents, Reading Units of Study Resources, Trainers from Teachers' College at Columbia University	Attendance at district/campus level Professional Learning; understanding of process standards for communication skills, TGAP evaluation and evidence
2	All grade level teachers will differentiate using guided reading/strategy group during the Reading & Writing Workshop each day.	2018-20 School Year	Teachers, Instructional Partner; Ed. Tech, Administration, PLCs	Summer Professional Learning, Guided Reading books, strategy group, classroom library books, district scope and sequence, Reading Units of Study	Walk through data, DRA, F & P assessment data, literacy folders, grades, flexible grouping data, guided reading checkout inventory, lesson plans, reading response journal, guided reading plans, student writing journals



No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3	Teams will participate in job-embedded guided reading and readers' workshop training throughout the school year.	2017-20 School Year	PLCs; Instructional Partner: Ed. Tech., Principal, classroom teachers, Librarian	Reading Units of study resources TEKS Process Standards: Lead4Ward and EISD Resources	Formative: Observations of lessons and submitted TGAP evidence Walk through data, DRA, F & P assessment data, literacy folders, grades, planning meeting visits, lesson plans, reading and writing workshop highlight videos (1 per grade)
4	Ensure implementation of GVC/GVE in relation to special education IEP development and delivery	2018-20	Special Education Administration, Special Education teaching staff Principals	TGAP, PLAAFP/Goal writing professional development, curriculum resources, benchmark data	Formative: Compliance processes; walk-throughs Summative: ARD meetings; TGAP data on implementation; targeted professional learning



PRIORITY: Student Opportunities					
GOAL: Cultivate a Culture of Innovation					
3.a. Explore opportunities students have for flexible learning					
3.b. Strategy – Enhance instruction to promote innovation and increase student engagement and conceptual understanding.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Enhance classroom and campus learning spaces to increase mobility, collaboration, individualization and engagement.	2018-20 school year	CIA, IT, M & O, Campus Administrators, IPs, ETs, Librarians, Counselors, staff	Models across country, Professional Learning, Flexible Furniture	Formative: Professional Learning, Collection of Designs, Furniture available Summative: Fluid classroom and campus environments noted in learning walks and TGAP/AGAP goals and evidence
2	Enhance use of Apple products and other technologies to improve learning and creating and understanding of digital safety.	2017-20 School Year	Educational Technologist; Director of Technology, teachers; librarian, principals, teachers	Nearpod lessons; Ed Tech Blog resources, Approved EISD student apps	Parent information meetings on digital citizenship/safety- sign in sheets, end of year survey, observation of enhance use of technology, TGAP evaluation data, student work samples, walkthrough data, lesson planning documentation