

# Acknowledgements

The 2019-2020 Bridge Point Elementary Campus Improvement Plan (CIP) was approved by the Campus Leadership Team. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2019. District leadership developed the District Improvement Plan Administrative to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,



*indicates goals and priorities identified by Eanes ISD;*

*indicates CIP goals required by the State of Texas.*

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Bridge Point Campus Leadership Team					
Heather Meek	Jen Cheatham	Sherri Ford	Eric Wright	Lynne Sweeny	
Principal	Counselor	Special Ed. Teacher	Director of Technology	Parent Rep.	
Sheri Bryant	Rachel Steinberg	Meg Green	Jayme Tirres	Marc Young	
Assistant Principal	5th grade teacher	4th grade teacher	Parent Rep.	Business Rep.	
Amy Williams	Cassandra Barnhart	Jenny King	Kristn Stewart	Ann Root	
Educational Partner	Special Ed. Teacher	Kindergarten Teacher	Parent Rep.	Community Rep.	
Addie Edwards	Kathy Dean	Beth Kemp	Catherine Howry	Holly Nelson	
Counselor	PE Coach	Principal Secretary	Parent Rep.	Community Rep.	

**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)****for Oral and Written Communication, Special Education****Oral & Written Communication**

<b>1.a.</b>	<b>Develop clear expectations for Disciplinary Literacy</b>				
<b>1.b.</b>	<b>Incorporate oral and written communication into all subjects.</b>				
<b>1.c.</b>	<b>Increase opportunities for inter-disciplinary education</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
1.b.	Use vision statements from core areas and new ELA TEKS (adopted 2017) to set expectations for curriculum, instruction and assessment of disciplinary literacy skills in each area	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Eanes ISD LA adoption materials approved Spring of 2019	Formative/Summative: Formal and informal teacher assessments, Standard ized testing and district assessments. Report cards/grades and standards based grades.
1.a.	Provide teachers with opportunities to develop curriculum resources that support disciplinary literacy (early release days, curriculum planning days)	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Eanes ISD LA adoption materials approved Spring of 2019	Formative/Summative: Formal and informal teacher assessments, Standard ized testing and district assessments. Report cards/grades and standards based grades.
1.c.	Support disciplinary literacy by facilitating conversation with teachers in PLC /faculty meetings	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Resources to support the Readers, Writers and math workshop model, training provided by campus and district throughout the year, Eanes Scope and Sequence, TEKS	Formative/Summative: Report Card grades, district and campus reading assessment data, STAAR, MAP, informal and formal teacher observation, anecdotal teacher notes, minutes from PLC meetings



**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)**

**for Oral and Written Communication, Special Education/ §504**

**Special Education/ §504**

- 2.a. Enhance and refine support systems for instructional delivery models PPCD-ATS
- 2.b. Provide curriculum resources, research based instructional strategies and assessment tools to special education teachers to enable fidelity of implementation in the areas of Math, and English Language Arts, Transition for students needing specially designed instruction in collaboration with CIA Department (District Goal)
- 2.c. Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee
- 2.d. Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
2.d.	Create a UDL leadership team focused on campus implementation and modeling of strategies	Ongoing	Instructional Leadership Team	Second Step, UDL resources, Restorative Practices PD in and out of the district	Formative/Summative: Reduction in number of office referrals, SEL and UDL survey
2.b.	Highlight and model effective practices in the areas of SEL, Restorative Practices, UDL and Inclusion	Ongoing	Instructional Leadership Team	Second Step, UDL resources, Restorative Practices PD in and out of the district	Formative/Summative: Reduction in number of office referrals, SEL and UDL survey

**INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social-Emotional Learning**

**Pre-K-12 Social-Emotional Learning**

3.a.	<b>Reduce cultural stress; value emotional health and social emotional development</b>				
3.b.	<b>Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making</b>				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3.a.	Implement restorative practices K-12 that encourage healthy relationships, self-management, self-awareness and responsible decision	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Resources purchased by the school for each classroom to have a Peace Corner	Formative/Summative: Report card SEL grading, office referrals, SST behavior referral information, teacher observations (formal and informal)
3.a.	Provide a K-5 campus-wide GVE around one or more of the SEL Competencies (e.g. STEAM Day, Career Day, Earth Day, International	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Peace corner resources, second step, Eanes ISD Scope and sequence	Formative/Summative: Report card SEL grading, office referrals, SST behavior referral information, teacher observations (formal and informal)
3.b.	Ensure the K-8 SEL Competencies are being taught effectively through the use of the Second Step resources and lessons embedded within the	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Monthly SEL themes identified, conveyed via purposeful lessons	Formative/Summative: Report card SEL grading, office referrals, SST behavior referral information, teacher observations (formal and informal)
3.b.	Provide direct instruction of SEL competencies based on student need and embedded instruction for all students.	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	BPE Campus Expectations (Developed by teachers June 2018). K-5th grade alignment of campus-wide behavioral	Formative/Summative: Report card SEL grading, office referrals, SST behavior referral information, teacher observations (formal and informal)

**OPERATIONAL GOAL #2: Community Building**

<b>2.a.</b>	<b>Ensure consistency, clarity and inclusivity.</b>				
<b>2.b.</b>	<b>Design information videos for unique audiences. (District Goal)</b>				
	<b>i. Alumni ii. Residents without students</b>				
<b>2.c.</b>	<b>Increase opportunities for authentic engagement of our parents, community members and business partners.</b>				
<b>2.d.</b>	<b>Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
	Collaborate with parent and community groups to communicate campus initiatives and opportunities for stakeholder engagement	Ongoing	Principal	Increase opportunities for stakeholders to understand and engage with campus initiatives and work.	Formative/Summative: Minutes from monthly meeting with Booster Club Co-presidents, CLT Minutes and sign in sheets, attendance records for Monthly Parent coffees
	Develop strategies to increase opportunities for authentic engagement of our parents, community members and business	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Showcase student work across the campus and off site with community partners (Art Installation)	Formative/Summative: parent survey, staff survey, attendance sign-in sheets
2.d.	Empower and encourage student leadership through a variety of opportunities throughout the school year.	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Broadcast equipment and technology, 5th grade leadership pins	Formative/Summative: Daily recording of Broadcast teacher and parent participation data, leadership jobs recorded and given to counselor, record of leadership recipients during Friday Assemblies.

**DIP GOAL #2: System Measures**

**Academic Performance All Content Areas Tested (STAAR Results)**

<b>2.a.</b>	<b>All students and each student group will show progress in each tested reporting category.</b>				
<b>2.b.</b>	<b>All students and each student group will achieve “approaches” grade level performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
2.a.1	Identify student groups who may/did not demonstrate progress.	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Student screening data, STAAR data, SST Process	Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested show progress in each reporting category.
2.b.1	Identify all students and student groups that did not meet the "approaches" grade level performance	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Tiers I and II II Interventions, Progress Monitoring	Formative: STAAR data analysis and identification of students. Summative: All students tested achieve approaching grade level performance and demonstrate progress.
2.b.2	Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk).	2019 - 2020	Exec. Director of Special Services, CIA, Principals, SST Committees, Educational Partners	Professional Learning, TGAP Data, Learning Walks	Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data.
					Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases.

**DIP GOAL #3: System Measures Student Special Populations**

**English as a Second Language (ESL)**

<b>3.a.</b>	<b>Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.</b>				
<b>3.b.</b>	<b>All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.a.1	Provide all faculty professional learning in the development of second language acquisition to increase the number of ESL certified teachers.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff, ELPS, LPAC	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan)
3.b.1	Coordinate planning between regular education and EL teachers to develop language acquisition strategies for identified LEP students.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers,	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC	Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors.
			LPAC		Summative Students meet or exceed their plan to meet LEP Exit Criteria via the state assessment system.

**Gifted and Talented (TAG)**

<b>3.c.</b>	<b>Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.c.1	Provide all faculty professional learning in the characteristics of GT students and designing instruction to effectively engage them as learners.	2019 - 2020	CIA, GT specialists. Principals	Summer and online professional learning	Formative: Identify teachers for GT certification and/or update  Summative: GT student performance in all courses

**Special Education**

<b>3.d.</b>	<b>The SPED Group will increase the approaches grade level rate on STAAR in each subject area as compared to the results from the previous year.</b>				
<b>3.e.</b>	<b>Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.d.1	Provide ongoing training and evaluate special education teachers on writing present levels of performance measurable and observable goals and objectives.	2019 - 2020	Special Education Administration, Special Education Instructional Partner	ESC training resources, Professional learning	Formative: Teacher work samples, ARD feedback from coordinators, results of intervention with teachers  Summative: TGAP data, progress monitoring of ARD paperwork
3.d.2	Implement curriculum resources, research- based instructional strategies and assessment tools in math and ELA, Transition	2019 - 2020	Special Education Administration, Special Education Instructional Partner, CIA Department, UT Meadows Center Consultant, Special Education Teacher	TEKS, Curriculum resources, UT Meadows Contacts, Professional Learning Academies, embedded professional learning	Formative: Identification of research-based curriculum resources, instructional strategies and assessment tools; provide professional learning for implementation  Summative: STAAR results, TGAP data on implementation; Progress monitoring BOY, MOY, EOY results
3.d.3	Provide professional learning on best instructional practices around Universal Design for Learning	2019 - 2020	Special Education Administration, CIA Department, Principals, Instructional Partners, General Education and Special Education Teachers	Summer professional learning, Contracted Consultant from CAST – Kristen Rodriguez	Formative: Attendance logs, exit interviews  Summative: STAAR results, TGAP data on implementation, progress monitoring
3.e.1	Perform internal review of SPED Department policies, procedures and practices as reflected in SSP/CAP	2019 - 2020	Special Education Administration, CIA Department	TEA SSP/CAP, TEA resource documents, ESC resource documents, OSEP guidance documents	Formative: Internal review documentation  Summative: Updated policies, practices or procedures

**DIP GOAL #4: System Measures: Attendance & At-Risk**

**Attendance Rate**

<b>4.a. Increase the district's student attendance rate for all students and each student group*.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
4.a.1	Monitor student attendance.	2019 - 2020	Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals	Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report	Formative: Monitor attendance reports every three weeks.
					Summative: District attendance rate increases.
4.a.2	Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and school district funding.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications	Formative: Report cards, conferences, letters and phone call records notifying parents of attendance.
					Summative: At-risk student attendance rate increases.
4.a.3	Conduct attendance conferences as needed for students at-risk of losing course credit for non-compliance with attendance laws.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports	Formative: Monitor reports every three weeks.
					Summative: At-risk student attendance rate increases.

**At-Risk**

<b>4.b. The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
4.b.1	Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data.	2019- 2020	Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers	At-Risk Criteria, Student Educational Records, Skyward, Eduphoria	Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises.
					Summative: Accurate and accessible at-risk data to inform teachers and administration.
4.b.2	Provide professional learning for teachers to implement strategies for the success of at-risk learners.	2019- 2020	Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers	Individual Student Data, Professional Learning, At Risk Strategies	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs.
4.b.3	Provide accelerated instruction for all students not meeting standard on the STAAR assessments.	2019- 2020	Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int.	STAAR Data, Summer Programs,	Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success.
				After School Programs, Embedded Programs	Summative: All pass the STAAR reading, writing, math and EOC assessments.