

GOALS

- Implement and align evidence-based instructional systems that drive continuous improvement, outcomes and access for all students
- Continue to advance and enhance special education services for students.



DISTRICT ACTION (what and when)

Teachers develop and evaluate scope and sequence documents, units of study, learning targets and common assessments to drive student achievement for all students. Professional learning communities help build teacher capacity for implementing curriculum, analyzing data, and integrating technology. Teachers use instructional resources that are high quality, representative, inclusive and accessible for a diverse population. Interventions are implemented with fidelity and student progress is monitored. Special education services and supports are provided to students with disabilities, both academically and in extracurricular activities, to ensure equitable access to opportunities.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD provides targeted professional learning opportunities for staff to enhance their skills to maximize student learning. Data analysis enables staff to identify achievement gaps, and best instructional practices are utilized to address these gaps for special populations or other struggling learners. Systems and processes are in place for referral and intervention. Parents are provided resources and opportunities to be engaged in their child’s learning.

BRIDGE POINT ELEMENTARY ACTION (what and when)

Bridge Point Elementary will review all campus events to ensure they are inclusive for all students. Teachers will engage in weekly PLC meetings to ensure the use of high-quality, representative materials in instruction and plan for the implementation of the STEMscopes curriculum. Quarterly meetings between special education case managers and general education teachers will take place to align accommodations, modifications, and increase communication. Teachers will meet in vertical teams to increase communication across grade levels so expectations can be identified collaboratively at each grade level and support one another in meeting them. Staff will engage in on-going professional development during faculty meetings, PLC meetings, and district professional development days in order to ensure evidenced-based instruction. Bridge Point will use the Student Support Team (SST) process regularly for intervention and referral purposes throughout the year in addition to student data meetings following district benchmark testing.



BRIDGE POINT ELEMENTARY ACCOUNTABILITY (who and how)

Bridge Point Elementary’s Equity Leadership Team (ELT) will conduct reviews on upcoming events ensuring opportunities for all students to successfully participate. Weekly PLC meetings will be led by the campus Educational Partner. K-5 teams will utilize the STEMscopes materials to ensure high-quality instruction and will use PLC time to plan and reflect on this instruction. Substitutes will be provided to allow opportunities for special education and general education teachers to collaboratively plan for students’ individual needs and ensure IEPs are feeling followed and accurately reflect the needs of our students. Communication across grade levels will increase through the implementation of vertical team meetings, allowing teachers to more closely align expectations. Teachers will participate in training led by the campus leadership team, Region 13, Emergent Tree, and Lesson Cast focusing on inclusivity, monitoring achievement gaps, and creating an environment where all students are set up for success. The Assistant Principal will lead the SST process and parents will be included in the process as a partner in their child’s education.

GOALS

- Prioritize an inclusive environment of belongingness, social and emotional well-being and physical safety as a foundation for academic and co-curricular excellence.
- Optimize personal growth and learning for students, staff, administrators, and trustees to support diversity, equity, and inclusion
- Apply evidence-based approaches to support the mental health needs of students and staff



DISTRICT ACTION (what and when)

Eanes ISD provides direct instruction in topics related to safe and inclusive environments and has personnel resources and other available information to support students and families around mental health wellness including suicide prevention. The District encourages student voice and offers opportunities for college and exploration based on student interest.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD addresses the physical, mental and emotional needs of our students so they feel safe and have a sense of belonging. The District makes mental health personnel available for students and develops procedures and policies to ensure students are treated with respect and care and have mechanisms to report concern. The District implements processes and programs to ensure students feel seen and heard.

BRIDGE POINT ELEMENTARY ACTION (what and when)

Bridge Point Elementary, along with the Positive Behavior Interventions and Supports (PBIS) Team, will ensure student safety through continuous refinement of common area behavior expectations, alignment of classroom behavior expectations, and regular examination of behavioral data. The Equity Leadership Team (ELT) will prioritize work that supports the campus goals of belonging and inclusivity for all students, their families, and staff members—regardless of religious, orientation, cultural, ability, and/or economic differences. Staff will strive to provide an inclusive environment through intentional curricular analysis and implementation that provides opportunities for students to see personal connections within their learning and expand their knowledge of others’ experiences. Bridge Point will proactively support all students’ emotional safety, well-being, and mental health. Teachers will provide instruction in the area of health that supports student wellness.



BRIDGE POINT ELEMENTARY ACCOUNTABILITY (who and how)

Bridge Point Elementary and the PBIS team will provide continued professional development for staff focused on classroom management and addressing unexpected behaviors. The leadership team will work with Emergent Tree to strengthen our Tier 2 behavior intervention supports and progress monitoring. Region 13 will provide professional development at the beginning of the year to all staff, focusing on common expectations in classrooms. BPE will use the Equity Leadership Team (ELT) to help build shared understandings and leadership capacity in the area of DEI work into each full-staff meeting, providing tools for teachers to apply in their learning spaces as quickly as the next school day. Bobcat Broadcast will be used to continue to introduce students to people and topics that support our DEI work. BPE will partner with Eanes ISD to provide high quality training and continuous teacher support to increase capacity for curricular approaches that address diversity, equity, and inclusion. BPE will continue to implement and grow the Best Buddies program on campus to provide inclusive opportunities for all students. BPE will build a positive school community through monthly Social Emotional Learning (SEL) core competencies embedded within the classroom and campus wide SEL lessons and discussions. Monthly social-emotional themes will be identified using the district’s *Second Step* program provided by Eanes ISD. SEL will take place through purposeful lessons during morning meetings within each classroom. Bridge Point will partner with teachers to plan for instruction in the area of health that supports student wellness through study and implementation of state health standards (TEKS).

GOALS

- Maximize ongoing efforts to recruit, retain and resource top-quality staff for all positions
- Increase means of conversing with, listening to and soliciting feedback from employees, students, parents and community members.



DISTRICT ACTION (what and when)

Eanes ISD is committed to attracting and retaining high-quality educators and enlist our campus leadership to help in this process. We prioritize growth opportunities for both our campus and district leadership, providing professional learning to support their on-going development. We strongly encourage active participation and open dialog with our community valuing diverse perspectives as partners in education. The District provides clear and frequent communication to facilitate knowledge and engagement among stakeholders.

DISTRICT ACCOUNTABILITY (who and how)

The District seeks input from stakeholders on a range of topics including employee satisfaction, school culture and communication effectiveness. To gather this feedback, we use various methods such as surveys, exit interviews and committee or organization meetings. Additionally, we review newsletter and social media metrics to determine the reach of our communication efforts. We strive for continuous improvement regularly reviewing and adapting our policies and procedures to ensure the best possible outcomes for our students and community.

BRIDGE POINT ELEMENTARY ACTION (what and when)

Bridge Point Elementary will continue to have robust and frequent Student Support Team meetings to support teachers in providing best-practice interventions. District and campus surveys will be conducted through formal and informal means. An open door, welcoming atmosphere will encourage and support input from any child or adult with a vested interest in positive outcomes for our students, their families, the faculty and our community. All new to campus staff will be included in regularly scheduled meetings to support their transition to campus. In addition, all first year teachers will be assigned a formal mentor to accompany them on their journey as a first year educator at both the campus and district level. All new teammates will participate in a Welcome Week, prior to the first day all staff return to campus. Bridge Point Elementary will continue to partner with the BPE Booster Club. Together, the campus and booster club will regularly share information regarding budget, operations, and community wide events through email and social media.



BRIDGE POINT ELEMENTARY ACCOUNTABILITY (who and how)

Staff Engagement:

- New-to-BPE monthly meetings
- Mentor/Mentee partnership
- Weekly staff newsletter (Peek-at-the-Week)
- Weekly PLC meetings
- Vertical team meetings
- Monthly staff meetings
- Collaborative meetings between special education and general education teachers
- Monthly morale staff engagement activities

Community Engagement

- Bobcat Welcome
- Weekly parent newsletter from homeroom teacher

- Weekly parent newsletter principal
- Booster Club representation
- Diversity, Equity, and Inclusion (DEI) membership
- Campus Leadership Team (CLT) membership
- District Leadership Team (DLT) membership
- Student Safety and Health Advisory Committee (SSHAC) membership
- Language Proficiency and Assessment Committee (LPAC) membership
- Open House

Booster Club Partnership

- Parent volunteer opportunities
- Parent Coffees
- Bobcat Bash
- Son + One
- Cultural Arts Day
- Family Picnic & Movie Night
- Holiday Trail
- BINGO Night
- Sweetheart Dance
- STEAM Day
- Bobcat Fest
- May Madness

GOALS

- Manage and efficiently use available maintenance and operations funds
- Ensure facilities and resources are managed, maintained and improved for the benefit of the present and future academic community
- Support long-range planning and programmatic review process



DISTRICT ACTION (what and when)

Eanes ISD is committed to upholding fiscal responsibility and effective oversight in the areas of budgeting, facilities management and technology integration. Our primary goal is to facilitate the education of our students, and we achieve this by collaborating on a shared vision of what is necessary for their future success, which we incorporate into our long-range planning. We involve students, parents, staff and community members as part of this process.

DISTRICT ACCOUNTABILITY (who and how)

District personnel conduct regular reviews of policies and procedures for effectiveness. To maintain the integrity of these systems, we engage with community stakeholders and third party experts for their feedback and recommendations. We take a data-driven approach to making decisions relying on multiple sources of information to guide our actions.

BRIDGE POINT ELEMENTARY ACTION (what and when)

Bridge Point Elementary will share budgeting and operation updates with staff and families throughout the year to optimize communication about projects. Additionally, the BPE Booster Club and the Campus Leadership Team will provide opportunities for parents and community members to provide ongoing input.



BRIDGE POINT ELEMENTARY ACCOUNTABILITY (who and how)

Bridge Point Elementary will use our combined representations of stakeholders including teachers, staff, parents, and our community to guide decisions for our campus. Our Campus Leadership Team reviews purchase requests to make the best decisions for our campus. Bridge Point will collaborate with groups/committees (Envision Eanes, BPE Booster Club, EISD Maintenance and Operations) to discuss larger wants, needs, and proposed projects.