



BRIDGE POINT
ELEMENTARY SCHOOL

2024-25

Campus Improvement Plan

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS

Strategic Objective 1: Academic growth through high-quality instruction

Strategic Objective 2: Exploratory opportunities and a variety of pathways to increase post-secondary options

Strategic Objective 3: Targeted identification, intervention and supports based on student need

District Goal		Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Utilize PLC time to share and align on best practices for high-quality instruction to ensure student mastery	The primary focus is on improving student outcomes, with decisions driven by data and student needs. There will be a pursuit of excellence and continuous reflection on practices to enhance student learning.	2024 - 2025	CIA, Campus Administration, Instructional Coach, Teachers	PLC Strategic Implementation Guide (SIG), District Curriculum, Pacing/Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines	50% of PLCs will demonstrate proficiency based on the SIG
3B	Align and standardize multi-tiered systems of support (SST, 504, Tier 2, Dyslexia) to improve the early identification process.	Train and develop staff on the identification process and levels of support/intervention. The framework is designed to provide targeted support to struggling students. It is a proactive approach that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavioral problems.	2024 - 2025	CIA, Campus Administration, Counselor, Instructional Coach, Teachers, School Psychologist	SST Flowchart, Emergent Tree, MTSS, Resources, Data Talks, PLC SIG, PBIS, STAAR scores, mClass, MAP, F&P BAS, PLC meetings, SST Meetings	100% of students will have specific, measurable goals for WIN time that is based on student data.
3E	Enhance and efficacy of special education services by aligning students' present levels to goals and schedule of services, thereby ensuring targeted and meaningful interventions that optimize student learning and skill development.	Use data from assessments to monitor the progress of special education students and adjust instruction as needed. Ensure that IEPs are developed, reviewed, and updated regularly to reflect the individual needs and goals of each student. Analyze data to identify what strategies are working and where improvements are needed.	2024 - 2025	Campus Administration, Instructional Coach, Teachers, School Psychologist, Special Education Coordinator, Special Education Instructional Coaches	Professional Development, PLC Meetings, Annual ARD Timeline & Checklist, New to Eanes Teacher Meetings, Bi-Weekly New Sped Teacher Meetings, District Special Education Resources	100% of special education staff will routinely and effectively follow the district-created Annual ARD Timeline & Checklist.
3G	Implement awareness activities, tracking procedures, and interventions for students with chronic absenteeism.	Develop and implement a system for monitoring and intervening with students exhibiting chronic absenteeism	2024 - 2025	Campus Administration, Counselor, Teacher, Attendance Clerk	Skyward, Tracking Sheets, SmartTag, Parent Communication	Increase attendance of students with 10 absences or more.

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities

Strategic Objective 1: Educational experiences and a district culture based on the principals of diversity, equity and inclusion

Strategic Objective 2: Safe physical and online environments

Strategic Objective 3: A district culture of lifelong wellness and balance through cultivation of healthy habits, personal responsibility and resilience

District Goal		Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Provide targeted on-demand professional learning aligned to UDL practices emphasizing diversity, equity, and inclusion within the curriculum.	Implement targeted professional development focused on UDL practices emphasizing diversity, equity, and inclusion within the curriculum	2024 - 2025	Campus Administration, Instructional Coach, Equity Leadership Team	Lesson Cast, Equity Leadership Team	Increased proficiency in implementation based on staff self-assessment (BOY, EOY)
2A	Implement Bullying Prevention Committees and system of supports to increase staff knowledge and awareness of best practices to support mental health and behavior.	Implement the district's SEL curriculum, Second Step, with fidelity through Tier 1 instruction, parent communication, and morning announcements. Provide professional development and developing systems for increasing staff, student, and/or parent knowledge of identifying bullying behavior and supporting student mental health.	2024 - 2025	Counselor, School-Based Therapist, Campus Administration, Campus Staff, CLT Committee Members	District personnel, CLT, community partners	Decreased discipline referrals
3B	Provide education about mental health and wellness and social, emotional learning topics for staff, students, and/or parents.	Provide education about mental health and wellness, safe spaces, and social emotional learning topics for students, staff, and/or parents	2024 - 2025	Counselor, School Based Therapist, Campus Administration	District personnel and community partners	Programs, events, or activities developed, delivered, or organized by campus or district staff or provided by third-party organizations.

