



BARTON CREEK
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

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1.1A	Increase instructional clarity and alignment through work in Professional Learning Communities (PLCs) by utilizing a PLC Strategic Implementation Guide (SIG) for team self-assessment and goal-setting. Focus PLCs on common assessments and data analysis to	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, All Teachers	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Expectations, Instructional Best Practice Guidelines	Formative: TGAP Team Goals, PLC Agendas, Professional Development Rosters, SIG Anchor statements, PLC conference registration, common assessments, common assessment data, classroom observation data
					Summative: 80% of PLCs will demonstrate proficiency based on the SIG.
1.1B	Implement and refine small group instruction (workshop model) for math and language arts in all kindergarten through fifth grade classrooms.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, All Teachers	Instructional Expectations, Small Group Instruction Professional Document Resources, District Curriculum, Instructional Best Practice Guidelines	Formative: Classroom walkthrough observations, PLC Agendas, Professional Development Rosters
					Summative: Campuses will demonstrate growth from BOY baseline as measured by classroom walkthrough observations
1.3	Implement awareness activities, tracking procedures, and interventions for students with chronic absenteeism.	2024 - 2025	Campus Administration, Teachers, Counselors, Attendance Clerk	TEA resources, social media, communication platforms	Formative: Periodic monitoring checks, attendance plans
					Summative: Chronic absenteeism rate 2%

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

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4.1	Explore ways to recognize the diversity of our school community through the sharing of experiences and perspectives.	2024-2025	CLT, Team Leaders, Booster Club Board Members	Online resources to inform and confirm accuracy of special dates representative of our families/staff, District online resources, EISD Curriculum Connect/TEKS, District Communicaitons Department	Formative: Create survey for all families to share experiences and perspectives, Provide monthly highlights on social media posts, Support activities/programs and/or special events representing the diversity in our school.
					Summative: Completion of the CLT survey, Monthly highlights on social media posts, Each semester support a minimum of one school-wide activity/program highlighting the diversity of our school
4.2	Diversify Campus and Booster Club Sponsored events to serve as a reflection of our student population.	2024-2025	CLT, Team Leaders, Booster Club Board Members	Campus schedule of events for the year, Booster Club schedule of events for the year, Grade level activites/special events for the year, Ethnic Distribution Data from the TAPR (Texas Academic Performance Report)	Formative: Collect data after each school-wide event
					Summative: Use collection of data to inform and schedule future events
4.3	Define and Implement a BCE TEAMMATE Framework that focuses on personal responsibility.	2024-2025	Campus Administration, Instructional Coach, Professional Learning Communities, All Teachers & Teaching Assistants	District social-emotional resources, Second Step Curriculum, Classroom and small group and/or individual counseling, Published Literature/Books, School counselors	Formative: Formal and informal data from PLCs, observations, referrals to principals and/or counselors
					Summative: Decrease in student referrals to the office, decreased negative peer interactions, fewer disruptions to instruction.