



**BRIDGE POINT**  
ELEMENTARY SCHOOL

# **2025-26**

# **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	District Goal	Activity	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
1A	Integrate a PLC Strategic Implementation Guide (SIG) into the PLC process to support teachers in instructional clarity, alignment and coaching support	<p>Strengthen PLC agendas to include aligned reteach/extension resources</p> <p>Implement quarterly SIG self-assessments and coaching check-ins.</p> <p>Implement a focused PLC meeting rotation that includes dedicated time for instructional learning, collaborative planning, data analysis, and MTSS discussions.</p>	2025-2026	Instructional Coach Principals PLC Facilitators	SIG, District Curriculum, UDL Guidelines, PLC Agenda Templates, District-Adopted Resources, Additional Resources for Learning (PLC Meetings: articles, videos)	PLC agendas and minutes SIG reflection forms (quarterly) Walkthrough data
1B	Embed the thoughtful use of technology within the PLC process to enhance students' ability to communicate, collaborate, think critically, and create	<p>Promote use of technology for creation, not consumption.</p> <p>Embed tech tools into PLCs that support differentiation, voice, and choice.</p> <p>Host mini-PDs on intentional tech integration.</p>	2025-2026	Instructional Coach Principals PLC Facilitators Teachers	<a href="#">SAMR Framework</a> , Digital Tools (Flip, Book Creator, Google)	Walkthroughs using SAMR rubric Student product samples PLC documentation
3B	Standardize and align multi-tiered systems of support (SST, §504, Tier 2, Dyslexia) to improve the early identification and intervention	<p>Align SST, 504, Tier 2 systems with clear documentation.</p> <p>Set and review specific goals for students based on progress monitoring and data.</p>	2025-2026	Instructional Coach Principals Counselors Teachers	SST Flowchart, MAP/mCLASS/F&P Data, Emergent Tree, Data Talk Protocols	Classroom teacher progress monitoring data SST meeting minutes and alignment checks Student Data Folder
3E	Enhance the efficacy of special education services by aligning students' present levels to goals and schedule of services, ensuring targeted and meaningful interventions that optimize student learning and skill development	<p>Conduct staffing meetings prior to each annual or initial ARD meeting with all stakeholders</p> <p>Peer reviews using self-audit tool for IEP alignment</p>	2025-2026	Principals Special Education Teachers Special Education Coordinator LSSP	IEP Audit Tools, ARD Timeline Checklist, Special Ed Coordinator Support	Record of Staffing Meetings/Notes Checklist compliance audits PLC attendance and self-reflections
3F	Develop and align procedures and strategies for implementing tiered systems of behavioral support services across general education classrooms	<p>Focus on consistency in Tier 1 behavior expectations across classrooms.</p> <p>Partner with team leaders to form a campus Behavior Team.</p> <p>Conduct classroom walkthroughs and fidelity checks to assess implementation.</p> <p>Hold monthly team meetings for reflection, alignment, and professional development.</p>	2025-2026	Principals Instructional Coach Counselors Team Leaders Emergent Tree Trainer	Emergent Tree, Tier 1 Behavior Matrix, Walkthrough Checklists, PD Materials	Walkthrough data and fidelity check documentation Notes from monthly Behavior Team meetings Staff survey on confidence with Tier 1 practices Decreased office referrals

**INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities**

**Strategic Objective 1: Educational experiences and a district culture based on positive character traits and personal skills**

**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	District Goal	Activity	Timeline	Responsible Person(s)	Resources	or Evidence
1A	Provide targeted on-demand professional learning aligned to UDL practices designed to reduce barriers in learning environments and educational experiences	<p>Launch "Spotlight of the Week" with rotating teams leading awareness on diverse people/holidays</p> <p>Conduct quarterly group learning walks focused on Tier 1 UDL strategies</p> <p>Provide teacher-led PD on UDL strategies</p>	2025-2026	<p>Instructional Coach</p> <p>Principals</p> <p>Counselors</p> <p>Teachers</p>	<p>Lead4ward, UDL Guidelines, LessonCast, PD Bites, Walkthrough Tools</p>	<p>Staff reflections and walkthrough feedback</p> <p>BOY/EOY self-assessments</p> <p>Observation data showing UDL practices</p> <p>Bobcat Broadcast</p>
2A	Utilize Bullying Prevention Committees and systems of supports to enhance staff awareness of best practices in mental health and behavior	<p>Establish Mental Health &amp; Behavior Task Force</p> <p>Counselor and Principal-led Bullying Prevention Lessons</p> <p>Student and Parent Bullying Prevention Presentations from Crime Stoppers</p>	2025-2026	<p>Counselors</p> <p>Students</p> <p>Parents</p> <p>Teachers</p>	<p>Second Step Bullying Prevention Curriculum , SEL Resources</p>	<p>Task Force products</p> <p>Signed pledges</p> <p>Decrease in tech-related discipline incidents</p>
3A	Incorporate student voice in refining campus counseling services	<p>Continue implementation of the Student Referral Form for 4th and 5th graders to request counseling support and give feedback</p> <p>Collect student feedback to guide SEL lessons and counseling priorities</p>	2025-2026	<p>Counselors</p> <p>Students</p> <p>Parents</p> <p>Teachers</p>	<p>ASCA Tools, Survey Platforms, Counseling Team</p>	<p>BOY/EOY needs assessments</p> <p>Student-led initiatives implemented</p> <p>Feedback used to adjust counseling topics</p>