



BRIDGE POINT
ELEMENTARY SCHOOL

2026-27 Campus Improvement Plan

INSTRUCTIONAL PRIORITY: SUCCESS FOR ALL STUDENTS				
Goal	Timeline	Responsible	Resources	Measurement, Evaluation, Documentation or Evidence
Increase the percentage of classrooms demonstrating aligned Tier 1 instructional strategies as defined by district expectations, with campus PLCs using the Strategic Implementation Guide to build instructional clarity, alignment, and coaching support	2026-2027	Campus Administration, Instructional Coach, Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, PLC Strategic Implementation Guide, Instructional Rounds Data, Digital Data Collection Tool	A 10% increase in the observable use of high-impact instructional strategies, as evidenced by campus walkthrough and Instructional Rounds data from the 2026-2027 school year; PLC agendas, minutes, and quarterly SIG reflection forms
Increase campus teacher performance on the two T-TESS high-priority growth dimensions, Differentiation (Dimension 2.4) and Monitor and Adjust (Dimension 2.5), so that teachers consistently adapt lessons to address individual needs of all students, regularly monitor the quality of student participation and performance, provide differentiated instructional methods and content, and respond to student confusion, disengagement, and social/emotional needs	2026-2027	Campus Administration, Instructional Coach, Professional Learning Communities	T-TESS Rubric (Dimension 2.4 Differentiation and Dimension 2.5 Monitor and Adjust), T-TESS Resource documents, Campus and District Professional Learning Plans, Goal-Setting and Professional Development Plans, Instructional Coaching Cycles, UDL Guidelines	5% growth from 2026 Summative Evaluations to 2027 Summative Evaluations on Dimensions 2.4 and 2.5; increase in the percentage of walkthroughs evidencing Proficient or higher Differentiation practices (lessons adapted to individual student needs, ongoing monitoring of participation and performance, and responsive adjustment); documented T-TESS goal-setting and end-of-year reflections
Increase the percentage of students demonstrating growth on district assessments (MAP/mCLASS) by the end of the year, supported by campus MTSS structures and dedicated PLC time for data analysis and reteach/extension planning	2026-2027	Campus Administration, Instructional Coach, Professional Learning Communities, Instructional Support Specialists	MTSS Framework, MAP and mCLASS assessment data, Progress Monitoring Tools, Tiered Programs, Kid Talk Protocols, Campus and District Professional Learning Plans	10% of students increase overall composite score and growth measure on mCLASS and MAP benchmarks; BOY/MOY/EOY data review documentation and PLC data-analysis minutes
Improve student attendance by strengthening early identification, family communication, and tiered supports for students at risk of chronic absenteeism.	2026-2027	Campus Administration, Attendance Clerk, Counselors, Classroom Teachers,	Attendance Reports; Family Communication Platforms; Student Support Resources; District and TEA Attendance Guidance	Reduce the campus chronic absenteeism rate by 5% from the previous school year by April 2027. Evidence will include monthly attendance reviews, documented student interventions, family contacts, and grade-level attendance trends

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools				
Goal	Timeline	Responsible	Resources	Measurement, Evaluation, Documentation or
Increase K-5 student mastery of competencies in growth mindset and goal setting; emotion management; empathy and kindness; and problem-solving through consistent, explicit delivery of the campus social-emotional learning curriculum	2026-2027	Campus Administration, Counselors, Behavior/MTSS Team, Classroom Teachers, Student Support Staff	PBIS and MTSS Frameworks; Second Step; Emergent Tree; Restorative-practice Resources; Report Card SEL Indicators; Referral Data; Staff Professional Learning	75% of K-5 students' report cards will reflect SEL mastery or better in each quarter; SEL lesson delivery logs and counselor documentation
Cultivate student leadership and amplify student voice by creating a student-run morning announcement team that celebrates classmates through student spotlights and reinforces our school's character values for the entire campus community.	2026-2027	Campus Administration, Counselors, Classroom Teachers	Weekly student highlights, Second Step, Campus Communication Systems	90% of scheduled school days will begin with student lead morning announcements.
Provide psychoeducational and experiential activities for staff and families on mental health, wellness, and social-emotional learning, building adult capacity to recognize and respond to student needs	2026-2027	Campus Administration, School-Based Therapist, Counselor, Campus Staff, Parents	District personnel, Community Organizations, Area Mental Health Providers, SEL Resources, Campus Communication Platforms, Booster Club	The campus counseling team will develop, deliver, or organize two programs, events, or activities and provide documentation of promotion, participation, and formal/informal feedback