



2016 - 2017
Campus Improvement Plan
Eanes Independent School District
Bridge Point Elementary School



Eanes Independent School District

Campus Improvement Plan 2016 - 2017

Bridge Point Elementary School Campus Leadership Team:

**Heather Meek - Principal
Sheri Bryant - Assistant Principal
Kim McLaughin - Instructional Partner
Marianna Ricketson- Ed. Tech
Jenny King - Kindergarten Teacher
Carley Gunter - First Grade Teacher
Ashley Rollins - Fourth Grade Teacher
Shanna Pace- Fifth Grade Teacher
Kathy Hatch - Music Teacher
Meredith Hicks- Special Education Teacher
Amy Ashorn - District Representative
Hilary Bellm - Booster Club Co- President
Bobbi Moran - Booster Club Co- President
Carin Phillips - Parent Representative
Tory Wortham- Parent Representative
Holly Nelson - Community Representative
Ann Root - Community Member
Jeff Connolly - Business Representative
Susan Cooper - Business Representative**



Eanes Independent School District

Campus Improvement Plan 2016 - 2017

Mission Statement: The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.

Objectives

- ◆ Each student will be prepared for advanced learning opportunities and careers by completing a personally challenging academic program.
 - ◆ Each student will engage in integrative thinking and creative, collaborative problem solving.
 - ◆ Each student will process and evaluate information, and communicate effectively.
 - ◆ Each student will be an involved contributing member of the school and global community, while respecting others and self.
 - ◆ Each student will be prepared to accomplish goals, adapt to change, and be resilient to challenges.
-

District Long-Range Strategies

Strategy I: We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe, supportive environment.

Strategy II: We will encourage students to explore, identify, and develop their strengths and passions.

Strategy III: We will prepare students for responsible citizenship in a global society.

Strategy IV: We will promote and support a robust digital-age learning environment to inspire student learning and creativity.

Strategy V: We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.

Strategy VI: We will actively engage the Eanes community to strengthen partnerships that support the evolving needs of students and the district.

Strategy VII: We will prioritize our needs to accomplish the district's mission using resources effectively and efficiently



Eanes Independent School District

Campus Improvement Plan 2016 - 2017 **Alignment Sheet**

EISD District Goals – Approved by Board of Trustees

Eanes ISD will have:

District Goal 1: Guaranteed Viable Curriculum

1. **All students achieving higher levels of performance in a safe, supportive and technologically-rich environment through a guaranteed viable curriculum delivered through best instructional practices including strategic assessment.**
 - A. Develop a vertically & horizontally aligned curriculum in all content areas.
 1. Clearly define common vocabulary and expectations for the GVC.
 2. Communicate through professional learning the GVC expectations to all administrators and teachers. Practices to be held tight will include shared ownership and responsibility for implementation, continual iteration based on feedback, and evidence of mastery in authentic ways.
 3. Create a 3-5 year plan mapping development of vertically and horizontally aligned GVC in all core subject areas.
 4. Analyze existing common assessments and revise for appropriate level of rigor which may include a shift to a project or the addition of open responses ensuring authentic literacy in the discipline. Create common assessments in gap areas.
 5. Implement a horizontally aligned guaranteed and viable curriculum.
 6. Develop and implement a process to monitor/measure curriculum implementation. A curriculum guide which outlines, by grade level and subject, completed GVC components will be provided to teachers and administrators to communicate expectations.
 7. Analyze vertical alignment of targets and assessment evidence within a content area and make necessary adjustments to scaffold student learning across grade levels.
 - B. Develop a vertically & horizontally aligned curriculum focused on effective written and oral communication that encourages risk-taking and authentic experiences.
 1. Review and map current ELA curriculum documents and tasks/products/performances which focus on informational and persuasive communication.
 2. Isolate and analyze the current communication tasks/products/performances for overlaps and gaps.

3. Design and align ELA communication tasks with specific grade level expectations and examples that create a through line and ensure vertical alignment.
 4. Provide professional learning for ELA teachers and campus leadership in best instructional practices engaging communication skills in authentic applications.
 5. Develop lessons in PLCs to support units of study and implementation of authentic performances, tasks, and products.
 6. Monitor implementation of the communication-focused instructional practices and student performance.
 7. Review and modify communication tasks in ELA curriculum based on implementation data.
- C. Continually improve best instructional practices including use of technology and high quality assessments.
1. Clearly define expectations for the use of Best Instructional Practices, and communicate these expectations to all administrators and teachers.
 2. Develop student technology skills/expectations rubrics vertically and horizontally aligned K-12.
 3. Create/Review/Refine list of Best Instructional Practices and exemplar lessons/tasks.
 4. Create/Review/Refine High Quality Assessments by revisiting key characteristics and district expectations.
 5. Provide Professional Learning and ongoing support for all administrators and teachers on Best Instructional Practices.
 6. Implement and Monitor Best Instructional Practices through the EISD Growth and Appraisal System.
 7. Implement and Monitor High Quality Assessments through the EISD Growth and Appraisal System.

District Goal 2: Student Centered Learning Environment/Social Emotional Learning

Support structures and practices will be selected and implemented to provide a student centered learning environment and better meet the social emotional learning needs of all students.

- A. Develop clear vision/expectations for student-centered environment based on characteristics of educator/student profile.
1. Develop indicators for the student-centered learning environment, vertically aligned by level based on characteristics of the educator/student profile.
 2. Develop and administer a student and teacher self-assessment tool on the EISD Educator/Graduate Profile measuring student-centered learning environment.
 3. Provide Professional Development on the student-centered learning environment and indicators with implementation expectations.
 4. Monitor implementation of student-centered learning environment through the EISD Appraisal and Growth System.
 5. Review and modify expectations and indicators as needed.
- B. Develop and implement a clear vision/expectations of the five competencies of Social Emotional Learning (SEL).
1. Develop a clear vision/expectations of the five competencies of Social Emotional Learning.

2. Develop indicators for each of the 5 competencies, vertically aligned by early elementary, late elementary, middle school, early high school and late high school.
3. Provide Professional Development on the five competencies and indicators with implementation expectations.
4. Monitor implementation of the SEL competencies through the EISD Appraisal and Growth System.
5. Develop a student and teacher survey based on the EISD Educator/Graduate Profile measuring the five competencies of Social Emotional Learning.
6. Administer a student and teacher survey based on the EISD Educator/Graduate Profile measuring the five competencies of Social Emotional Learning
7. Develop Social Emotional look-fors to be used by instructional leaders and teachers for reflection and growth
8. Provide Professional development for teachers and instructional leaders focused on the look-fors.
9. Review and modify expectations and indicators as needed

C. Explore programs, initiatives, and content related to stress, resiliency and healthy choices

1. Conduct secondary committee meetings to explore potential programs, initiatives, and content related to stress, resiliency and healthy choices.
2. Identify recommendations for actions that reduce stress and help students learn healthy ways to cope.

District Goal 3: Develop a Teacher Growth/Effectiveness Evaluation System

II. The district will provide effective processes and systems that support the growth of teachers and improve student performance.

- A. Develop a new teacher evaluation system focused on teacher effectiveness and growth model that promotes teacher growth and is monitored through a district developed teacher evaluation system based on the educator profile, implementation of individual learning plan, technology integration and communication.
1. Study a variety of teacher evaluation system and create a draft of a potential EISD Teacher Growth and Appraisal System based on research-based assessment frameworks focused on teacher growth and aligned to the EISD educator profile through an Administrative Leadership Team.
 2. Share and discuss a draft structure of the EISD teacher evaluation instrument and process with the Educator Profile Task Force for feedback, concerns, and suggestions.
 3. Revise and modify evaluation instrument and process based on the Task Force feedback.
 4. Share and discuss a revised instrument and process of the EISD teacher evaluation instrument with the Educator Profile Task Force for their support.
 5. Share and discuss a revised instrument and process of the EISD teacher evaluation instrument with the Principals, Instructional Partners and Education Technologists for feedback and support.

6. Present the final revised instrument and process of the EISD teacher evaluation instrument to District Leadership Team and School Board for approval.
7. Train all administrators on the EISD Growth and Appraisal System for teachers and their instructional leaders.
8. Train all teachers on the new EISD Teacher Growth and Appraisal System.
9. Implement the new EISD Growth and Appraisal System for teachers and administrators.
10. Review, including participant surveys, and modify the new EISD Teacher Growth and Appraisal System.

District Goal 4: Financial /Budget

III. Effective processes and systems that support the District's mission through innovative and efficient use of resources and assets.

Implement an effective and efficient allocation of financial resources to meet the district's prioritized needs.

1. Processes and procedures in the Business Services department will be monitored and improved to ensure efficient operations that support campus and departmental needs and the needs of its employees.
 2. Multi-year financial projection models and metrics will be utilized in order to better plan and monitor the District's long-term financial goals for maintenance and operation and debt service.
 3. Results from the Revenue Generating Task Force will be used to create and implement additional sources of revenue available to the District.
 4. An enrollment monitoring system will be utilized to track trends and provide accurate data for staffing and budgetary purposes.
 5. The District's preventative maintenance program will be utilized to ensure optimum performance and longevity of the District's assets.
- A. Build and implement projects paid for by the May 2015 bond and plan for future year projects with monitoring of progress by the Bond Oversight Committee.
 - B. Monitor, adjust, and implement a multi-year budget deficit reduction plan with the goal of being budget-balanced by the 2018-19 school year.
 - C. Build human resources' capacity and diversity to promote continued improvement of employee effectiveness.
 1. Professional learning opportunities will focus on Professional Learning Communities, Assessment FOR Learning, integration of technology at the transformative level and a learner-centered culture which meets the needs of students.
 2. Administrators will grow their leadership knowledge, skills and practice through PLCs, professional reading, self-reflection, membership/attendance at local and global conferences supported by EISD Growth and Appraisal Process.
 3. Ongoing support and job-embedded professional learning will be provided by Instructional Partners and Educational Technologists at each campus to implement best practices.
 4. Online learning environments will be leveraged to improve instruction by modeling, promoting and supporting the use of digital tools for communication, collaboration, critical thinking and creativity.

5. Employee benefits will be offered including a competitive compensation and benefits plan, the employee transfer policy and child care for employee's children.
- D. Revise and align hiring processes to identify exemplary candidates for employment in all district positions.
1. Best practices to establish consistency in hiring will be analyzed and implemented.
 2. Interview protocols will be aligned to the Educator Profile and Teacher Growth and Appraisal Process (TGAP) and Administrator Growth and Appraisal Process (AGAP).
 3. Dashboard metrics to track data will be explored.
 4. Recruitment and retention activities will be conducted to ensure a highly effective and diverse staff is in place in all district assignments.

District Goal 5: Community Engagement:

- IV. **Active engagement of the community through increased, personalized and targeted communication strategies that inform and involve stakeholders.**
- A. Improve processes to gather feedback and increase awareness and support of district goals.
1. Timely information will be distributed through newly developed and existing communication vehicles tailored to stakeholders' needs, including improving social media campaigns coordinated by the district and all campuses.
 2. Strategies to connect with residents who do not currently have students in the district will be investigated and implemented.
 3. Stories on District initiatives, programs and events will continue to be shared on Eanes TV student program.
 4. Input will be gathered from the community by conducting campus and community meetings, Superintendent Presentations, and task force committees to further district initiatives from the Board Summit.

Inform the community about progress related to bond projects and the multi-year budget plan.

1. Information and updates on completed bond projects, financials, and projected timelines of ongoing projects will be disseminated.
2. Timely budget updates on financial influencers and the impact on staffing, programs and the multi-year budget plan will be provided.



**Eanes Independent School District
Bridge Point Elementary School
Campus Improvement Plan
2016 – 2017**

Narrative Sheet

- I. Ensure guaranteed and viable oral and written communication learning experiences by following the district GVC document and guidance from the Eanes ISD graduate profile (WHEEL).
 - a. Rationale: The district is committed to examining and evaluating the use of best instructional practices in the area of oral and written communication

- II. Provide a meaningful and challenging curriculum that supports social and emotional development for all grade levels through community, campus and classroom activities
 - a. Rationale: The district is committed to developing well-rounded students who meet the expectations of the district's graduate profile (WHEEL).

- III. Bridge Point will increase the passing STAAR rate to 100% and increase the advanced level by 10% each year.
 - a. Rationale: Using data from the STAAR assessments and acknowledgement of support in the district's commitment to provide effective processes and systems that support the growth of teachers and improve student performance.

- IV. Bridge Point will evaluate the current communications plan and establish a process that cultivates open and timely communication and increases stakeholder awareness of BPE activities, safety and student learning.
 - a. Rationale: The district and campus are committed to improving the process for communicating with the community through increased, personalized and targeted communication strategies that inform and involve stakeholders.



Eanes Independent School District
Bridge Point Elementary School
Campus Improvement Plan
2016 – 2017

Summary Sheet

Campus Mission: The community of Bridge Point Elementary School will create a dynamic learning environment dedicated to preparing all students to meet today's challenges and embrace tomorrow's opportunities.

Goal 1: Ensure guaranteed and viable oral and written communication learning experiences by following the district GVC document and guidance from the Eanes ISD graduate profile.

Objective 1: Every team will collaborate during PLC to develop lessons following the district GVC document

Objective 2: All teachers will be provided the opportunity for PD and to observe other campus/district teachers to gain a better understanding of the workshop model.

Objective 3: Monitor the delivery and development of quality instruction by utilizing the district developed Teacher Growth and Appraisal System.

Goal 2: Provide a meaningful and challenging curriculum that supports social and emotional development for all grade levels through community, campus and classroom activities.

Objective 1: Utilize a school-wide initiative using Social Emotional Learning (SEL) curriculum.

Objective 2: Provide training and the opportunity in the master schedule to routinely conduct class meetings that focus on the five competencies of Social Emotional Learning

Goal 3: Bridge Point will increase the passing STAAR rate to 100% and increase the advanced level by 10% each year.

Objective 1: Bridge Point teachers will identify best practices and student behaviors to help effectively plan learning outcomes so that students develop mastery of all learning standards.

Objective 2: Bridge Point teachers will prepare and collaborate weekly in PLCs to identify best practices, utilize assessments to establish targeted FIT groups, and discuss resources and student data to maximize instruction.

Goal 4: Bridge Point will evaluate the current communications plan and establish a process that cultivates open and timely communication and increases stakeholder awareness of BPE activities, safety and student learning.

Objective 1: establish communication through a multitude of avenues to increase opportunities for parents, teachers, and students to feel connected and safe

Goal Statement 1: Ensure guaranteed and viable oral and written communication learning experiences by following the district GVC document and guidance from the Eanes ISD graduate profile.

Objective 1: Every team will collaborate during PLC to develop lessons following the district GVC document

Action Steps	Evaluation
Identify best practices, utilize assessments to establish targeted FIT groups	Progress monitoring data, lesson plans, benchmark scores, observations, STAAR data, F&P and DRA data

Objective 2: Monitor the delivery and development of quality instruction by utilizing the district developed Teacher Growth and Appraisal System

Action Steps	Evaluation
Teachers will share and discuss writing best practices in PLCs and during reflection meetings with Principal and IP.	Provide feedback during the TGAP process.

Objective 3: All teachers will be provided the opportunity for PD

Action Steps	Evaluation
Observe other campus/district teachers to gain a better understanding of the workshop model.	Reflection meetings with the IP and discussions in PLC, level of student engagement during instruction,

Goal Statement 2: Provide a meaningful and challenging curriculum that supports social and emotional development for all grade levels through community, campus and classroom activities.

Objective 1: Utilize a school-wide initiative using Social Emotional Learning (SEL) curriculum.

Action Steps	Evaluation
School-wide behavior support	Leader of the Pack and daily morning meetings
Recognize and teach students using a school wide program for exhibiting the identified leadership skills that translate into being a responsible, happy, productive citizen.	Wihrt Wall of Fame Character Education

Objective 2: Provide training and the opportunity in the master schedule to routinely conduct class meetings that focus on the five competencies of Social Emotional Learning

Action Steps	Evaluation
Teachers will conduct daily class meetings that focus on one of the SEL competencies each session	time set in the master schedule, lesson plans, informal teacher observation, log of class meetings
Guidance lessons	lesson plans, guidance sign up on forms,

Goal Statement 3: Bridge Point will increase the passing STAAR rate to 100% and increase the advanced level by 10% each year.

Objective 1: Bridge Point teachers will identify best practices and student behaviors to help effectively plan learning outcomes so that students develop mastery of all learning standards.

Action Steps	Evaluation
In PLC identify best practices, utilize assessments to establish targeted FIT groups	Teacher Observation Data, Formative and summative assessment results, student journals, CBA results, STAAR, FIT progress monitoring, grades

Objective 2: Bridge Point teachers will prepare and collaborate weekly in PLCs to identify best practices, utilize assessments to establish targeted FIT groups, and discuss resources and student data to maximize instruction.

Action Steps	Evaluation
utilize the 4 guiding PLC Questions to analyze teacher-created common formative assessment data to create differentiated instruction	Teacher Observation Data, Formative and summative assessment results, student journals, CBA results, STAAR, FIT progress monitoring, grades, lesson plans

Goal Statement 4: Bridge Point will evaluate the current communications plan and establish a process that cultivates open and timely communication and increases stakeholder awareness of BPE activities, safety and student learning.

Objective 1: Bridge Point will establish communication through a multitude of avenues to increase opportunities for parents, teachers, and students to feel connected and safe.

Action Steps	Evaluation
Administrators will keep parents informed of important information and dates through newsletters and School Messenger weekly	Emails and newsletters documented for 36 weeks.
Grade levels will update their websites weekly.	school website
Conduct an end of year survey of the BPE community to measure their level of connectedness and satisfaction with the school	Send out a parent survey in April