

Bridgeport Independent School District
Bridgeport Elementary School
2023-2024 Improvement Plan



Mission Statement

An empowering district working together to make success a reality.

Vision

Bridgeport ISD is committed to preparing students to use technology to problem-solve, think creatively, communicate, and work with others in order to become successful students and productive citizens.

Core Beliefs

1. Student centered learning is the priority and is the basis for all decisions
2. Effective communication and collaboration builds trust among all stakeholders
3. Data drives decisions
4. Everyone is a uniquely talented learner and contributor
5. Leaders recognize and empower the expertise of students, staff, and parents
6. A safe, nurturing, and flexible environment is critical to success
7. Students deserve a highly qualified and well-trained staff
8. Work is engaging, meaningful, relevant and focused on profound learning and standards that are essential for student success in a global society
9. High expectations yield high results for all learners
10. Assessment of learning is multi-faceted, learner-centered, and values mastery
11. Lifelong learners will produce educated citizens for a prosperous society
12. Education is a shared partnership with the community
13. Organizational transformation is necessary to equip 21st century learners
14. Technology's potential must be embraced and focused on learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary: Data collected from NWEA MAP Data, Attendance Records

Strengths:

- Teachers were provided with professional development on new resources in ELAR, SLAR, Math, and Science
- The campus was staffed with a reading and ELS interventionist
- Student Attendance

Needs:

- MTSS meetings aren't conducted with fidelity and intentionality
- Math workshop training
- Our PLC need more guidance and support

1. Emergent Bilingual

a. Achievement -

i. Kindergarten

1. Reading: According to the NWEA MAP assessment, 83% improved from Fall to Spring.
2. Math: According to the NWEA MAP assessment, 96% improved from Fall to Spring.

ii. 1st Grade

1. Reading: According to the NWEA MAP assessment, 81% improved from Fall to Spring.
2. Math: According to the NWEA MAP assessment, 93% improved from Fall to Spring.

iii. 2nd Grade

1. Reading: According to the NWEA MAP Spring assessment, 34% of students were in the 61st percentile or higher.
2. Math: According to the NWEA MAP assessment, 91% improved from Fall to Spring.

2. Hispanic

a. Achievement -

i. Kindergarten

1. Reading: According to the EOY DRA checkpoint, 0% of students in bilingual instruction are considered far below grade level.
2. Math: According to the NWEA MAP assessment, 95% improved from Fall to Spring.

ii. 1st Grade

1. Reading: According to the EOY DRA checkpoint, 16% of students in bilingual instruction are considered far below grade level.
2. Math: According to the NWEA MAP assessment, 86% improved from Fall to Spring.

iii. 2nd Grade

1. Reading: According to the NWEA MAP assessment, 34% averaged the 61st percentile or higher.
2. Math: According to the NWEA MAP assessment, 90% improved from Fall to Spring.

3. White

a. Achievement -

i. Kindergarten

1. Reading: According to the EOY DRA checkpoint, 0% of kindergarten students in bilingual instruction are considered far below grade level
2. Math: Students averaged being in the 54th percentile on the EOY NWEA MAP assessment.

ii. 1st Grade

1. Reading: 82% of students were considered at approaching grade level expectations or higher according to the DRA EOY checkpoint.
2. Math: The grade level averaged a growth of 1 percentile from the MOY to the EOY according to the NWEA MAP assessment.

iii. 2nd Grade

1. Reading: 78% of students were considered at approaching grade level expectations or higher according to the DRA EOY checkpoint.
2. Math: At each Spring semester checkpoint, the average number of students passing each unit assessment improved (at 6 checkpoints, from 55% at checkpoint 1 to 94% at checkpoint 6).

Attendance:

- Hispanic- 95%
- American Indian- 97%
- Asian- 95%
- Native Hawaiian- 98%
- White- 94%

- 2 Or More Races- 94%
- At Risk- 95%
- EB- 95%
- Special Education- 94%
- 504- 94%

Demographics Strengths

Strengths:

- Teachers were provided with professional development on new resources in ELAR, SLAR, Math, and Science
- The campus was staffed with a reading and ELS interventionist
- Student Attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: We do not have 100% of our students making growth on their RIT score. **Root Cause:** Students aren't understanding the verbage or questions and vocabulary used.

Problem Statement 2: We couldn't complete student discipline data. **Root Cause:** No documentation system in place.

Student Achievement

Student Achievement Summary

Student Achievement Summary: Data obtained from MAP testing, DRA, Pre-k data, CBA for 2nd grade, Student achievement survey

Strengths

Reading:

- **Content teachers are aligned horizontally with instruction, pacing, and resources.**
- **We do not routinely use assessments and data to drive TIER 1, 2, and 3 instructional decisions.**
- **Interventions are often not targeted, supported with data, and tracked with appropriate assessments.**
- **Equitable learning opportunities and experiences are provided for most students.**
- **Pre-K: 80% of PreK students mastered essential alphabet standards: naming upper and lower case letters, and recognizing and making letter sounds.**
- **Kinder-**
 - * **Improvement in the students above 80 percentile in MAP data from beginning of the year to end of year from 13% to 16%**
- **First-**
 - * **Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 6% to 8%**
 - * **SPANISH MAP: The amount of students below the 41st percentile decreased from 57% to 37%.**
- **Second**
 - * **Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 7% to 10%**
 - * **Improved of students in the 41st percentile-100th percentile from 37% to 46%**
 - * **MAP median percentile moved from 33rd percentile to 34th percentile**
 - * **“White” students had 76% pass rate on Spring Reading CBA**
 - * **Spanish MAP: The amount of students below the 41st percentile decreased from 63% to 51%.**

Math:

- **Content teachers are aligned horizontally with instruction, pacing, and resources.**
- **Interventions are often not targeted, supported with data, and tracked with appropriate assessments.**
- **Equitable learning opportunities and experiences are provided for most students.**
- **Pre-K - 76% of students mastered essential standards over counting, identifying, and recognizing numbers.**

- **Kinder - Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 19% to 21%**
- **First - On MAP assessment, the Median Percentile moved from 39th percentile to 40th percentile from beginning to end of year**
- **Second - On CBA data, all sub groups have similar data and have access to similar instruction. CBA data went up with each assessment given.**

Problem Statements Identifying Student Achievement Needs:

Reading:

- **Kinder - MAP: The percentage of students who are below the 41st percentile rose on the Spring assessment from 16% to 37%.**
- **First - Spring Map: 64% of students fall below the 41st percentile.**
- **Second:**
 - **On Spring Reading CBA, there was only 52% passing rate of ELA SPED students.**
 - **On Spring Reading CBA, there was only 50% passing rate of SLA SPED students.**
 - **On Spring Reading CBA, there is a 15 point difference between English students and Spanish speaking students that meets grade level.**
 - **Spring MAP: 54% of students fall below the 41st percentile.**

Math:

- **Pre-K- The essential standard of counting up to 10 is not consistent between all classes**
- **Kinder- MAP: from the beginning to the end of the year assessment, Kinder went from 74% of students being in the 41st-100th percentile down to 63% of students.**
- **First - MAP: from the beginning to the end of the year assessment, First grade stayed at the same percentage of 48% of students being in the 41st-100th percentile and did not show growth.**
- **Second - MAP: from the beginning to the end of the year assessment, second went from 38% of students being in the 41st-100th percentile down to 36% of students.**

Student Achievement Strengths

Reading:

- **Content teachers are aligned horizontally with instruction, pacing, and resources.**
- **We do not routinely use assessments and data to drive TIER 1, 2, and 3 instructional decisions.**
- **Interventions are often not targeted, supported with data, and tracked with appropriate assessments.**

- **Equitable learning opportunities and experiences are provided for most students.**
- **Pre-K: 80% of PreK students mastered essential alphabet standards: naming upper and lower case letters, and recognizing and making letter sounds.**
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Math:

- **Content teachers are aligned horizontally with instruction, pacing, and resources.**
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- **Kinder - Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 19% to 21%**
- **First - On MAP assessment, the Median Percentile moved from 39th percentile to 40th percentile from beginning to end of year**
- **Second - On CBA data, all sub groups have similar data and have access to similar instruction. CBA data went up with each assessment given.**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to the Spring MAP assessment, 51.66% of students in grades K-2 are reading well below grade level expectations (40th percentile or lower). **Root Cause:** There is a need for high quality instructional material to support strong tier 1 instruction. There is also a need for TIER 2 & 3 interventions for first and second graders to close gaps and grow as readers.

Problem Statement 2: There is a discrepancy between the percentage of non SPED identified students and SPED identified students passing their Spring English Reading (68.97% to 52.63%). **Root Cause:** We could better utilize the co-teach model during tier 1 instruction and inclusion services.

Problem Statement 3: Students across grade levels are staying the same or dropping below the 41st percentile from the beginning of the year to the end of the year Math MAP assessment. **Root Cause:** There is a need for high quality instructional material to support strong tier 1 instruction of foundational skills. There is also a need for TIER 2 & 3

interventions for all grade levels.





Priority Problem Statements

Goals

Goal 1: Focus on Student Success

Performance Objective 1: BES will continue to work with C&I to develop and execute a guaranteed and viable curriculum.





Evaluation Data Sources: Eduphoria curriculum documents, NWEA MAP data, data walks, feedback from team working under the PLC umbrella

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK-2 campus curriculum writing teams in all core subject areas will meet at designated times in the fall, spring, and summer to continue developing, revising, and/or improving our curriculum.</p> <p>Strategy's Expected Result/Impact: Curriculum equity for all students.</p> <p>Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a new reading curriculum resource to execute our guaranteed and viable curriculum.</p> <p>Strategy's Expected Result/Impact: Equital instruction and learning opportunities for all students at BES.</p> <p>Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Focus on Student Success





Performance Objective 2: Administer a universal screener to all kindergarten and second grade students in order to increase the number of students identified for GT services.

Evaluation Data Sources: GT PEIMS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administer CogAT to all second grade students Administer NNAT3 to all kindergarten students</p> <p>Strategy's Expected Result/Impact: Increase the amount of students receiving GT services</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Organizational Excellence

Performance Objective 1: Provide ongoing, job-embedded professional development opportunities for staff on new content curriculum resources and intervention instruction to positively impact student success and achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide job-embedded PD surrounding our reading curriculum resources across 6 days over the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Equital reading instruction and learning opportunities for all students at BES.</p> <p>Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide MTTS professional development to help implement and progress monitor tier 2 and tier 3 interventions for academics and behavior.</p> <p>Strategy's Expected Result/Impact: Effective tier 2 and tier 3 interventions will be implemented and progress monitored to help improve student success and achievement or identify additional interventions needed.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 1: BES will provide multiple family engagement opportunities.

Evaluation Data Sources: Calendar, surveys, agendas, and sign in sheets from family engagement opportunities





Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 2: BEs will host a monthly "Coffee with the Counselor" event to address social and emotional needs of families and students.

Goal 4: Focus on Accountability

Performance Objective 1: Create and monitor achievement of campus and grade level SMART goals.





Evaluation Data Sources: NWEA MAP data, CFAs, reading benchmark assessments, units assessments, CBAs, all state required pre-k and kindergarten assessments, team-led data digs

Strategy 1 Details	Reviews			
<p>Strategy 1: Create data dig process to be used by grade level teams and departments.</p> <p>Strategy's Expected Result/Impact: Tracking and progress monitoring of meeting goal expectations; targeted interventions and enrichment for students who are not meeting or are excelling; effective MTTS system and process for identify and providing targeted enrichments and progress monitoring</p> <p>Staff Responsible for Monitoring: teachers, ICs, interventionists, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Focus on Accountability

Performance Objective 2: Provide a safe and positive learning environment for all students.

Evaluation Data Sources: log of emergency drills, discipline tracker data, collection and documentation of positive office referral, effectiveness of MTSS process for behavior concerns, evidence of CHAMPS collected on walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Have efficient and timely emergency drills. Strategy's Expected Result/Impact: log of emergency drills tracked across the 2023-24 school year; timelt feedback to staff immediately following each drill Staff Responsible for Monitoring: administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train staff on CHAMPS expectations and implement across the building in all common areas. Strategy's Expected Result/Impact: being proactive with behavior in all common areas; consistent expectations in all common areas Staff Responsible for Monitoring: all campus staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a school wide PBIS system. Strategy's Expected Result/Impact: bull buck store to reward positive behavior, positive office referral to recognize students meeting expectations Staff Responsible for Monitoring: all campus teachers, administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus on 21st Century Learning

Performance Objective 1: Provide access to tools that create successful digital learning opportunities.

Evaluation Data Sources: digitally created products from classroom work, the use of technology to support and enhance classroom learning as noted in walkthrough data, digitally designed assessments