

**Bridgeport Independent School District**  
**Bridgeport Intermediate School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

Bridgeport ISD will empower all learners to achieve success by creating an environment that inspires, equips and challenges students to reach their full potential.

## Vision

In Bridgeport ISD we will cultivate student success by modeling effective relationships with all stakeholders while adhering to BISD core values.

## Value Statement

BISD beliefs:

All learners should have voice and choice in the learning process.

An effective learning environment inspires, equips, and challenges students to achieve their full potential.

Educating all learners is a collaboration between district and our community.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	8
Goals .....	9
Goal 1: Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement. ...	9
Goal 2: Focus on Safety: Ensure a safe and civil environment that is responsive to the needs of our diverse community .....	15
Goal 3: Focus on Staff: Recruit, grow, and retain exceptional educators through support and excellence. ....	16
Goal 4: Focus on Finance: Ensure fiscal efficiency, maximize funding, and engage the community to support long-term district needs. ....	19
RDA Strategies .....	20
Targeted Support Strategies .....	21
Additional Targeted Support Strategies .....	22
Title I .....	23

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bridgeport Intermediate serves 447. The district encompasses the cities of Bridgeport, Lake Bridgeport, Runaway Bay, and the unincorporated areas of western Wise County.

Total students:

	2022-23
Total Students	447
Grade 3	139
Grade 4	153
Grade 5	154

Ethnic Distribution:

	2022-23
African American	0.20%
Hispanic	50.3%
White	44.3%
American Indian	0.70%
Asian	0.20%
Pacific Islander	0.0%
Two or More	4.3%

66.6% of Bridgeport Intermediate students are economically disadvantaged and 50.9% are considered at risk. 8.1% of students are mobile. 0.7% of students are in foster care. 5.4% experienced homelessness sometime during the 2022-23 school year. 4.0% of students are military-connected. 17.9% of students receive special education services, 9.2% are eligible for Section 504, and 10.1% are students with dyslexia. 30.9% of BISD students are Emergent Bilingual/English Learners and 30.9% of students participate in a Bilingual/ESL education program. 4.3% of students are identified as Gifted and Talented.

# Student Learning

## Student Learning Summary

### STAAR

3rd Reading			3rd Mathematics		
At Approaches Grade Level or Above	2024	51%	At Approaches Grade Level or Above	2024	55%
	2023	58%		2023	63%
At Meets Grade Level or Above	2024	27%	At Meets Grade Level or Above	2024	23%
	2023	37%		2023	30%
At Masters Grade Level	2024	8%	At Masters Grade Level	2024	6%

4th Reading			4th Mathematics		
At Approaches Grade Level or Above	2024	68%	At Approaches Grade Level or Above	2024	51%
	2023	69%		2023	63%
At Meets Grade Level or Above	2024	35%	At Meets Grade Level or Above	2024	27%
	2023	38%		2023	35%
At Masters Grade Level	2024	7%	At Masters Grade Level	2024	7%
	2023	14%		2023	12%

5th Reading			5th Mathematics			5th Science		
At Approaches Grade Level or Above	2024	67%	At Approaches Grade Level or Above	2024	55%	At Approaches Grade Level or Above	2024	43%
	2023	74%		2023	83%		2023	57%
At Meets Grade Level or Above	2024	45%	At Meets Grade Level or Above	2024	28%	At Meets Grade Level or Above	2024	16%
	2023	55%		2023	52%		2023	26%
At Masters Grade Level	2024	24%	At Masters Grade Level	2024	6%	At Masters Grade Level	2024	5%
	2023	20%		2023	18%		2023	9%

# School Processes & Programs

## School Processes & Programs Summary

### Processes & Programs

Teachers are provided with access to TEKS-aligned resources to use with students as part of classroom instruction, intervention, acceleration, or additional practice.

Implementation of the professional learning community model has streamlined collaborative team time and help the focus stay on students learning and achievement. As we continue to improve tier one instruction practices, teachers would benefit from support to improve their instructional practices and strengthen tier 1 instruction. Instructional coaching would ensure that teachers understand Texas Essential Knowledge and Skills (TEKS) and identify aligned resources to support instruction. As teachers learn how to unpack each standard and backward plan, their instruction fosters multiple connections among student expectations. When teachers work toward vertical alignment, their understanding of the student expectation may apply to multiple grades, such as the grade level above or below.

Implementation of classroom observation and feedback cycles would help teachers develop strategies to adjust instruction based on progress monitoring. New and/or inexperienced teachers need to receive frequent, ongoing support, but all teachers benefit from regular feedback related to thoughtful instructional design and delivery.

Instructional technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective data-driven instruction. Classrooms have updated instructional technology, including hardware and connectivity, and all students have devices. Instructional technology will continue to be updated over time as resources are available.

#### *Strengths:*

- locally created curriculum documents and assessments aligned to each grade level's TEKS
- time provided daily for content planning
- collaborative team time focused on the 4 critical questions provided weekly
- lesson plans completed and turned into team drives at least a week ahead of time
- agenda driven collaborative time
- ongoing professional development on instructional models and effective use of district vetted resources
- routine data walks in grade level classrooms
- mentors teachers regularly meet with mentees and document their work
- 1:1 ratio of computer devices for all students

#### *Areas of Refinement:*

- targeted tier 2 and 3 interventions with appropriate progress monitoring
- formative assessments to help make immediate instructional adjustments
- instructional coaching cycles used routinely with classroom teachers
- routine classroom walkthroughs with actionable feedback

# Perceptions

## Perceptions Summary

### Perceptions

At Bridgeport Intermediate School, we utilize school events such as the monthly PTO meetings, campus event nights held a minimum a twice per year, our yearly emergent bilingual parent information meeting, and monthly coffee with the counselor parent meetings as opportunities to engage parents, family members and community representatives in decision-making.

At a district level, parents and community members have additional opportunities to provide input during needs assessment and planning processes throughout the school year via surveys. Parents and community members serve on the DEIC and SHAC committees. Parents and community members support the school by serving as volunteers in the school and as members of the Parent-Teacher Organization and Athletic Booster Club.

Parents of all students, regardless of English proficiency, mobility, or ability, are an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school meetings and events, working with an interpreter to provide translation in parent/teacher conferences, and making available parent resources that are in English and Spanish.

We use a variety of communicative techniques such as our Student Handbook, Classroom and Campus Newsletters, School Website, Communication Folders, ParentSquare, Parent/Teacher Conferences two time yearly, ARD Meetings, individual notes/calls home, Meet the Teacher night, Progress Reports, Report Cards, benchmark assessment results, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. Parents and community members have opportunities to provide input during school events in which we conduct our needs assessment and planning process throughout the school year.





# Goals

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 1:** BISD overall Math achievement will increase by 13 points as evidenced by the STAAR 20225-2026 math assessment. 60% of students will Approach, 30% will Meets and 16% will Master.

**High Priority**

**Evaluation Data Sources:** Unit Assessments  
Curriculum Based Assessments  
STAAR 2025-2026 Assessment





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and adjust during assessment building in curriculum writing, continue to implement a GVC, PLC process, and MTSS process.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student growth</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Administration, teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 2:** BISD overall Reading achievement will increase by 10 points as evidenced by the STAAR 20225-2026 Reading assessment. 67% of students will Approach, 38% will Meet and 19% will Master.

**High Priority**

**Evaluation Data Sources:** Unit Assessments  
Curriculum Based Assessments  
STAAR 2025-2026 Assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student performance assessment data of essential standards and create plans for reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a 5% increase on tested essential TEKS as evidenced by summative and formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, and Teachers</p> <p><b>Title I:</b> 2.51, 2.53, 2.533, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 3:** BISD overall Science achievement will increase by 21 points as evidenced by the STAAR 20225-2026 Science assessment. 60% of students will Approach, 30% will Meets and 23% will Master.

**High Priority**

**Evaluation Data Sources:** Unit Assessments  
Curriculum Based Assessments  
STAAR 2025-2026 Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student performance assessment data of essential standards and create plans for reteaching.  <b>Strategy's Expected Result/Impact:</b> Students will show a 5% increase on tested essential TEKS as evidenced by summative and formative assessments.  <b>Staff Responsible for Monitoring:</b> Administrators, ILT, and Teachers</p> <p><b>Title I:</b> 2.51, 2.53, 2.534  <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 4:** 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

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 5:** Create and monitor SMART goals created by instructional team

**High Priority**

**Evaluation Data Sources:** Unit assessments, CBAs, STAAR assessments, MAP





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage higher attendance by awarding individual students and classes of students who have improved attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly attendance will not drop below 96.5% each month.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, teachers, and parents.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Focus on Academics: Strengthen instruction, learning environments, and opportunities that inspire and equip all students for academic excellence and engagement.

**Performance Objective 6:** Improve academic achievement specifically for tier 2 and 3 students

**High Priority**

**Evaluation Data Sources:** Unit assessments, CBAs, STAAR assessments, MAP





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and monitor achievement with interventionists and current MTSS students  <b>Strategy's Expected Result/Impact:</b> Increased achievement for tier 2 &amp; 3 students  <b>Staff Responsible for Monitoring:</b> Teachers, campus administrators, and instructional leadership team</p> <p><b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Progress monitor students who have identified through student of concern and MTSS as "at-risk"  <b>Strategy's Expected Result/Impact:</b> Increased achievement for tier 2 &amp; 3 students (academically &amp; behaviorally)  <b>Staff Responsible for Monitoring:</b> Teachers, campus administrators, and instructional leadership team</p> <p><b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Focus on Safety: Ensure a safe and civil environment that is responsive to the needs of our diverse community

**Performance Objective 1:** Increase parent involvement throughout the school year.

**High Priority**

**Evaluation Data Sources:** Agendas, sign in sheets, presentations





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Organize and PTO with President, Vice President, Secretary, and Treasurer roles filled. Host monthly meetings.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host Breakfast with Grandfriends, Muffins with Moms, Coffee with Counselor and Principal, Curriculum Night, Donuts with Dads, and Family STEM Night events.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Focus on Staff: Recruit, grow, and retain exceptional educators through support and excellence.

**Performance Objective 1:** Increase parent involvement throughout the school year.

**High Priority**

**Evaluation Data Sources:** Agendas, sign in sheets, presentations





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Organize and PTO with President, Vice President, Secretary, and Treasurer roles filled. Host monthly meetings.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host Breakfast with Grandfriends, Muffins with Moms, Coffee with Counselor and Principal, Curriculum Night, Donuts with Dads, and Family STEM Night events.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Focus on Staff: Recruit, grow, and retain exceptional educators through support and excellence.

**Performance Objective 2:** Implement Collaborative Team Planning with Fidelity

**High Priority**

**Evaluation Data Sources:** PLC agendas, data, & staff capacity





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will calendar and facilitate weekly 90-minute Collaborative Team Planning meetings.  <b>Strategy's Expected Result/Impact:</b> Grade-level teams will lead Collaborative Team Planning meetings by mid-year and better understand the process.  <b>Staff Responsible for Monitoring:</b> Guiding coalition, team leaders, administrators</p> <p><b>Title I:</b>                      2.534                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will attend Solution Tree Training in October 2025.  <b>Strategy's Expected Result/Impact:</b> Administrators will implement action-steps for effective Collaborative Teams October through May of the school year.  <b>Staff Responsible for Monitoring:</b> Guiding coalition, team leaders, administrators</p> <p><b>Title I:</b>                      2.534                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Focus on Staff: Recruit, grow, and retain exceptional educators through support and excellence.

**Performance Objective 3:** Recruit and retain highly effective teachers and staff

**High Priority**

**Evaluation Data Sources:** TAPR report and district staffing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide coaching support for 0-1 year teachers.  <b>Strategy's Expected Result/Impact:</b> T-TESS Domains 1, 2, &amp; 3 will be overall proficient as evidenced by summative evaluations.  <b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b>                      2.534                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                                   Accomplished                                   Continue/Modify                                   Discontinue                         </p>				

**Goal 4:** Focus on Finance: Ensure fiscal efficiency, maximize funding, and engage the community to support long-term district needs.

**Performance Objective 1:** Build and efficiently manage campus financial resources to support instructional goals and operational needs.

**Evaluation Data Sources:** Campus budget reports and expenditure summaries

## RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
1	3	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
3	2	1	Administrators will calendar and facilitate weekly 90-minute Collaborative Team Planning meetings.
3	2	2	Administrators will attend Solution Tree Training in October 2025.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
1	3	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
3	2	1	Administrators will calendar and facilitate weekly 90-minute Collaborative Team Planning meetings.
3	2	2	Administrators will attend Solution Tree Training in October 2025.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
1	3	1	Monitor student performance assessment data of essential standards and create plans for reteaching.
3	2	1	Administrators will calendar and facilitate weekly 90-minute Collaborative Team Planning meetings.
3	2	2	Administrators will attend Solution Tree Training in October 2025.

# Title I