

Cypress-Fairbanks Independent School District

Bridgeland High School

2025-2026



Mission Statement

Bridgeland High School will develop, educate and empower all students to become caring, contributing citizens who can succeed in an ever changing world.

Vision

Bridgeland HS will strive to have every student feel valued and part of the greater school community. This will set the foundation for students to work with the staff, their parents and the community to form a successful team. This team will provide a safe, friendly and consistent learning environment, along with a well-balanced and challenging curriculum, so that every student can develop the skills necessary to be successful in learning, as well as in life, in an ever changing world. To ensure that all students obtain these skills, the staff, parents, and administrators will not only provide the opportunities for students to discover the enjoyment in the value of daily learning but will continually strive to help each student reach their full potential.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Bridglenad HS is an A-rated school and recieved the distinction designations in reading, language arts, and academic achievement distinction in science. In addition, we recieved the distinction for top 25% comparative Academic Growth and Top 25% comparative Closing the Gaps.

Student Achievement Strengths

91% in student achievement

90% graduation rate

96% on closing the gap

Most of our teachers have five or more years of experience.

BHS outperformed our cluster in most areas- approaches, meets, and masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our campus score for CCMR was only 88% which is lower than our goal.

Root Cause: Instructional Focus Root Cause #1: We do not have a system to ensure that all 9th-grade students understand and have a plan to earn their CCMR requirement.

Problem Statement 2: Instructional Focus Problem 2: The Academic Growth Score component was only 77.

Root Cause: Instructional Focus Root Cause #2: Support systems are not well-targeted or responsive to students' specific benchmarks.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- Our teachers and assistant principals continue to collaborate to implement restorative discipline practices for all students.
- We successfully conducted the required safety drills for our campus each month in accordance with Lead Safely requirements.
- Through Advisory, lessons from Project Safety are discussed on themes about student wellbeing each month. Our instructors lead class discussions on the value of everyone on campus being safe, healthy, and compassionate.
- Additionally, our campus completed all the required character education lessons, which increased students' school pride.
- All full-school festivities, including Open House, Homecoming dance, Prom, Awards Night, Powder Puff, and King Kodiak, resumed in 21–22 after the pandemic and continue in the 24-25 school year. Additionally, we packed the campus for all performances of theater and concerts

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some students' consistent attendance remains a challenge, which has a detrimental impact on their results due to missed lessons and make-up work.

Root Cause: To address the issue of excessive absences, we must track and address each student individually, and with a plan of action through our RTI process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- New teacher induction program- where we systemically assist teachers new to Bridgeland and new to the profession.
- Win the Day! Weekly staff recognition- where staff are observant of each other's contributions to the betterment of the campus and are recognized for their efforts.
- The campus teacher leadership cohort helps future teacher leaders grow and develop professionally.
- Monthly staff appreciation opportunities where students, parents, and business partners have come together to support our staff.
- The majority of our teachers sponsor a student organization.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Communication between staff and administration needs improvement.

Root Cause: Teachers need different forms of communication, and not just one size fits all.

Family and Community Engagement

Family and Community Engagement Strengths

The following are the strengths of the campus regarding parent and community engagement.

- Our Open House, with a come-and-go format, was widely attended and quite successful.
- We also organized a successful vertical Horizons Showcase, in collaboration with Salyards, Smith Middle Schools, and all of our elementary feeder campuses. It was enthusiastically attended and well-received by teachers, students, and parents.
- Our Fine Arts department sponsored numerous shows and had numerous competition victories, and their shows were widely attended by parents and the community at large.
- Our different student organization spends time providing support to the community through services projects.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our parents sometimes struggle to get a clear message from our campus as a whole since many organizations publish their own information, and sometimes parents have to seek out information from various sources.

Root Cause: We do not have a campus-wide and systemic way for the campus to provide one source of information to the community.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Algebra I- Student Engagement Strategy: To boost buy-in and engagement, we will include at least one lesson each week in Algebra I that features a brain break or movement-based activity to get students up, active, and interacting with the content. Strategy's Expected Result/Impact: Higher student engagement Staff Responsible for Monitoring: Teachers, CIC, DI TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Biology - Differentiated instruction Strategy: We will increase how we differentiate our instruction, resources, and assessments across all levels with a focus on our ED students with varying needs. Strategy's Expected Result/Impact: Higher performance from our ED population Staff Responsible for Monitoring: Teachers, CIC, DI	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: English I- Student Achievement Strategy: Focusing on building an environment with increased attention to relatable topics will increase student engagement, leading to greater comprehension, helping our students become effective communicators and critical thinkers. Strategy's Expected Result/Impact: Higher student engagement and achievement. Staff Responsible for Monitoring: Teachers, CIC, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Student Engagement: English II: We will implement more scaffolding and instructional frames to target differentiation in EB and Sped students. Strategy's Expected Result/Impact: Higher Student Achievement Staff Responsible for Monitoring: Teachers, CIC, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
Strategy 5 Details	Formative Reviews		
Strategy 5: Improving Student Engagement: USH- AA students struggle with low engagement due to a lack of cultural connections within the US History content. Strategy's Expected Result/Impact: Higher student engagement through differentiation and student choice. Staff Responsible for Monitoring: Teachers, CIC, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will implement a support system to track students pursuing certification. This system will provide encouragement, mentoring, and connections with industry speakers and mentors specific to each CTE program. Strategy's Expected Result/Impact: By keeping track of which students are on the path or earning their certification and providing guidance, we can ensure that students take their certification exams. Staff Responsible for Monitoring: CTE Department Chair, CIC, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide support sessions that integrate test preparation for certification exams, along with resources such as test-prep materials, and practice exams where possible. Strategy's Expected Result/Impact: Students will approach certification exams well-prepared. Staff Responsible for Monitoring: Teachers, CTE DC, CIC	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will work on giving access to DC courses to more students via parent education during campus academic fairs, and counselor information sessions (coffee with counselors). Strategy's Expected Result/Impact: Parents and students will be able to learn about the benefits of taking DC courses. Staff Responsible for Monitoring: Counselors, DI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will seek to increase the number of DC courses by encouraging current staff members with master's degrees to pursue the plus 18 credits. Strategy's Expected Result/Impact: Increase the number of DC-qualified staff members to increase the number of courses and sections offered Staff Responsible for Monitoring: DI and Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work with student leaders and staff in extracurricular programs to increase student awareness of extracurricular options and help students find activities that match their interests and schedules. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
No Progress Accomplished Continue/Modify Discontinue			

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Graduation Rate: The Response to Intervention (RTI) team will closely monitor all seniors at risk of not graduating and create individualized support plans to help them get back on track and successfully meet graduation requirements. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, DI and AAS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Graduation Rate: The campus will work with students experiencing academic struggles but regularly notify students and teachers of potential failures and ways to bridge grades through additional opportunities to show mastery of content. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, DI, and AAS	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 3 Details	Formative Reviews		
Strategy 3: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting. Strategy's Expected Result/Impact: Improved graduation rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Considerable	

Strategy 4 Details	Formative Reviews		
Strategy 4: Dropout Prevention: Our campus will conduct response to intervention meetings to review data on at-risk students. Strategy's Expected Result/Impact: With a systematic way to review grades, attendance, and other factors that might impact the academic success of at-risk students, the campus expects to decrease and prevent students from dropping out. Staff Responsible for Monitoring: DI, AAS, AP, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Bridgeland High School will implement all CFISD/campus safety practices throughout the year. Classroom staff members will actively supervise students in the hallways and keep doors closed and locked during instructional time per CRASE training. Additional staff actively supervise students in the cafeteria and after school to create a safe environment for all students. Staff members will also actively supervise students who remain for after school activities. All staff will continue to support the policies on clear backpacks, the use of cell phones, and student identification badges. Strategy's Expected Result/Impact: Student and teacher engagement will increase, and student disruptions will decrease, resulting in a focused and engaged learning environment where students and staff feel safe and secure. Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals *Teachers and Staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: *Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow-up. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals *Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will build systems that support our teachers and paraprofessionals to feel successful (teacher efficacy) such as: - Instructional Shout Outs each week, - incentives/rewards for consistent Friday attendance, - new teacher support through NTIP, - frequent classroom visits with precision feedback, - Sunshine Committee events to build camaraderie and school pride. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day." Staff Responsible for Monitoring: Principal Attendance secretary Director of Instruction	Formative		
	Nov	Feb	May
	Considerable	Moderate Progress	
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need. Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success. Staff Responsible for Monitoring: Principal Director of Instruction CIC team	Formative		
	Nov	Feb	May
	 Considerable Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: The instructional team will revamp our campus professional library and share with teachers personalized training and book study options. Strategy's Expected Result/Impact: Teacher engagement on implementation of strategies increases based on choice, investment. Staff Responsible for Monitoring: Director of Instruction DI Helping Teacher CIC team	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
decrease in tip lines
Email communication

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Update social media pages regularly to include different campus events and celebrations Strategy's Expected Result/Impact: Increased community engagement and communication Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Streamline the campus website and keep it updated and easy to navigate for students and parents Strategy's Expected Result/Impact: Increase community engagement Staff Responsible for Monitoring: Campus webmaster, Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Activities to bring the community to campus: Horizon Showcase, Open House, Freshman orientation, Theater, Choir, Art, and Orchestra events, etc. Strategy's Expected Result/Impact: Bring community to campus and improve engagement Staff Responsible for Monitoring: Administration, teachers, sponsors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Campus First Online Monthly Newsletter Strategy's Expected Result/Impact: Improve communication with the community Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Richard Dixon II	Principal (there is only one principal)
Teacher #1	David Schiedler	Teacher #1
Teacher #2	Laura Braun	Teacher #2
Teacher #3	Lindsay Bolinger	Teacher #3
Teacher #4	Luis Lopez	Teacher #4
Teacher #5	Nancy Hines	Teacher#5
Teacher #6	Theresa Curtis	Teacher #6
Teacher #7	Zachary Boudreaux	Teacher #7
Teacher#8	Kourtney Peterson	Teacher #8
Other School Leader (Nonteaching Professional) #1	Erin Francis	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Amanda Donald	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Reshma Evans	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	John Morrison	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Ruth Stephen	Administrator (LEA)
Administrator (LEA) #2	Yolonda Sneed	Administrator (LEA)
Administrator (LEA) #3	Kimberly Collier	Administrator (LEA)
Parent #1	Kris Bailey	Parent #1
Parent #2	Venkata Ramanakumar Alla	Parent #2
Community Member #1	Steven Murray	Community Member #1
Community Member #2	Obiageli Nwosu	Community Member #2
Business Representative #1	Jacquelyn Mulkey Engelbert	Business Representative #1
Business Representative #2	Amy Lippincott	Business Representative #2
Business Representative #3	J R Satchel	Business Representative #3

Addendums

Campus

Bridgeland

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	99%	100%	100%	100%	100%
Meets or Above	91%	94%	90%	90%	90%
Masters Grade Level	49%	52%	55%	58%	95%

2025-26	Target Check
100%	Met District Strategic Target
94%	Met District Strategic Target
58%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
HS	Algebra I	Bridgeland	HS1	All	316	92%	316	100%	69%	298	94%	44%	165	52%
HS	Algebra I	Bridgeland	HS1	Hispanic	100	94%	100	100%	70%	94	94%	48%	52	52%
HS	Algebra I	Bridgeland	HS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
HS	Algebra I	Bridgeland	HS1	Asian	24	96%	24	100%	85%	23	96%	63%	16	67%
HS	Algebra I	Bridgeland	HS1	African Am.	63	89%	63	100%	60%	59	94%	29%	24	38%
HS	Algebra I	Bridgeland	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Bridgeland	HS1	White	109	92%	109	100%	69%	103	94%	43%	57	52%
HS	Algebra I	Bridgeland	HS1	Two or More	19	100%	19	100%	88%	18	95%	75%	15	79%
HS	Algebra I	Bridgeland	HS1	Eco. Dis.	113	89%	113	100%	61%	106	94%	38%	59	52%
HS	Algebra I	Bridgeland	HS1	EB	54	91%	54	100%	65%	51	94%	41%	28	52%
HS	Algebra I	Bridgeland	HS1	At-Risk	170	87%	170	100%	54%	160	94%	30%	89	52%
HS	Algebra I	Bridgeland	HS1	SPED	48	81%	48	100%	45%	45	94%	23%	25	52%
HS	Biology	Bridgeland	HS1	All	959	99%	959	100%	89%	900	94%	53%	521	54%
HS	Biology	Bridgeland	HS1	Hispanic	232	99%	232	100%	88%	220	95%	47%	112	48%
HS	Biology	Bridgeland	HS1	Am. Indian	1	100%	1	100%	*	1	100%	*	1	100%
HS	Biology	Bridgeland	HS1	Asian	168	99%	168	100%	94%	160	95%	73%	124	74%
HS	Biology	Bridgeland	HS1	African Am.	114	97%	114	100%	80%	99	87%	31%	40	35%
HS	Biology	Bridgeland	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Biology	Bridgeland	HS1	White	392	99%	392	100%	89%	370	94%	53%	210	54%
HS	Biology	Bridgeland	HS1	Two or More	52	98%	52	100%	95%	50	96%	63%	34	65%
HS	Biology	Bridgeland	HS1	Eco. Dis.	187	97%	187	100%	77%	175	94%	32%	97	52%
HS	Biology	Bridgeland	HS1	EB	154	98%	154	100%	57%	145	94%	16%	80	52%
HS	Biology	Bridgeland	HS1	At-Risk	282	97%	282	100%	71%	265	94%	28%	147	52%
HS	Biology	Bridgeland	HS1	SPED	52	88%	52	100%	50%	50	96%	12%	27	52%
HS	English I	Bridgeland	HS1	All	950	93%	950	100%	86%	895	94%	47%	498	52%
HS	English I	Bridgeland	HS1	Hispanic	226	92%	226	100%	83%	212	94%	37%	102	45%
HS	English I	Bridgeland	HS1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
HS	English I	Bridgeland	HS1	Asian	167	96%	167	100%	94%	160	96%	69%	117	70%
HS	English I	Bridgeland	HS1	African Am.	110	85%	110	100%	75%	103	94%	29%	44	40%
HS	English I	Bridgeland	HS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English I	Bridgeland	HS1	White	395	95%	395	100%	88%	371	94%	46%	202	51%
HS	English I	Bridgeland	HS1	Two or More	51	97%	51	100%	87%	48	94%	62%	32	63%
HS	English I	Bridgeland	HS1	Eco. Dis.	182	85%	182	100%	73%	171	94%	22%	95	52%
HS	English I	Bridgeland	HS1	EB	152	75%	152	100%	54%	143	94%	*	79	52%
HS	English I	Bridgeland	HS1	At-Risk	279	81%	279	100%	65%	263	94%	19%	145	52%
HS	English I	Bridgeland	HS1	SPED	51	63%	51	100%	41%	48	94%	*	27	53%
HS	English II	Bridgeland	HS1	All	920	96%	920	100%	90%	865	94%	33%	480	52%
HS	English II	Bridgeland	HS1	Hispanic	236	96%	236	100%	90%	221	94%	27%	121	51%
HS	English II	Bridgeland	HS1	Am. Indian	5	*	5	100%	*	5	100%	*	5	100%
HS	English II	Bridgeland	HS1	Asian	158	95%	158	100%	93%	148	94%	50%	82	52%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
HS	English II	Bridgeland	HS1	African Am.	96	91%	96	100%	78%	90	94%	14%	50	52%
HS	English II	Bridgeland	HS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	English II	Bridgeland	HS1	White	384	97%	384	100%	93%	362	94%	34%	200	52%
HS	English II	Bridgeland	HS1	Two or More	40	94%	40	100%	90%	38	95%	33%	21	53%
HS	English II	Bridgeland	HS1	Eco. Dis.	177	91%	177	100%	78%	167	94%	12%	92	52%
HS	English II	Bridgeland	HS1	EB	138	66%	138	100%	59%	130	94%	*	72	52%
HS	English II	Bridgeland	HS1	At-Risk	284	83%	284	100%	72%	267	94%	18%	148	52%
HS	English II	Bridgeland	HS1	SPED	72	62%	72	100%	40%	68	94%	*	38	53%
HS	US History	Bridgeland	HS1	All	929	99%	929	100%	94%	883	95%	74%	703	76%
HS	US History	Bridgeland	HS1	Hispanic	206	99%	206	100%	93%	194	94%	63%	132	64%
HS	US History	Bridgeland	HS1	Am. Indian	2	*	2	100%	*	2	100%	*	2	100%
HS	US History	Bridgeland	HS1	Asian	170	99%	170	100%	97%	166	98%	88%	152	89%
HS	US History	Bridgeland	HS1	African Am.	96	97%	96	100%	82%	80	83%	52%	51	53%
HS	US History	Bridgeland	HS1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
HS	US History	Bridgeland	HS1	White	409	100%	409	100%	96%	395	97%	79%	328	80%
HS	US History	Bridgeland	HS1	Two or More	45	100%	45	100%	100%	45	100%	81%	37	82%
HS	US History	Bridgeland	HS1	Eco. Dis.	164	98%	164	100%	87%	154	94%	56%	93	57%
HS	US History	Bridgeland	HS1	EB	122	97%	122	100%	60%	115	94%	17%	65	53%
HS	US History	Bridgeland	HS1	At-Risk	186	95%	186	100%	78%	175	94%	45%	97	52%
HS	US History	Bridgeland	HS1	SPED	43	90%	43	100%	62%	41	95%	31%	23	53%

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.