

Bridgeport Independent School District



Bridgeport Middle School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 11

How many district staff members will be responsible for capacity building with this campus?

5

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LIFT engagement: \$373,100.00 (for entire district/all four campuses)

Math Bluebonnet instructional materials: \$11,700.00

FLIPS for campus principal: \$5,687.50

RBIS Trainings (RLA & Math - 4 Total Full Day Sessions): \$4,200.00

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Title 1 Funds

Instructional Materials Allotment

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Bridgeport ISD will prioritize and proportionately allocate personnel, instructional support, professional learning, LIFT support, and financial resources based on identified campus needs and student performance data. District and campus leaders will regularly review student achievement, staffing, and implementation data to determine where additional support is needed.

The district will provide targeted support to the campus through increased involvement from Curriculum and Instruction staff, LIFT coach support, instructional coaching and professional learning aligned to identified areas of need, and protected time for collaborative planning and PLCs. District leaders will work alongside campus leadership and teacher teams to strengthen implementation of high-quality instructional materials, data-driven instruction, intervention, and progress monitoring.

Staffing and other resources will be reviewed strategically to ensure the campus has access to effective teachers and leaders in areas of greatest need. Federal, state, and local funds will be prioritized, as appropriate, to provide supplemental instructional resources, intervention supports, professional learning, and other services directly connected to the strategies identified in the Targeted Improvement Plan.

The district will continuously monitor the effectiveness of these allocations and adjust personnel, time, funding, and instructional support throughout the year based on implementation evidence and student outcome data.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 4 of 23

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 5 of 23

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

169

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Please		District	
Type of Assessment	Curriculum	Frequency	Purpose
Please specify other assessment type: Campus or		(how will these results be used)	
Based		assessment data during PLCs to determine student mastery of Tier 1 instruction and learning. Collaborative teams will	
		CBAs be give in Math & unit tests given in math at the end of each module/unit.	
		Bridgeport Middle School will utilize CBA/End-of-Unit Assessment	

Campus Monthly
analyze and disaggregate results,
including data for special
populations, to identify learning
gaps, trends, and students needing
additional support. Based on the
data, teams will develop and
implement targeted intervention
plans, monitor student progress,
and adjust instruction and
interventions accordingly.

Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 6 of 23

Type of Assessment Please specify other assessment type:	Frequency will these results be used)	Purpose (how will these results be used)	MAP Reading and Math as a universal screener three times yearly (BOY, MOY, EOY) to monitor achievement and growth. Campus and PLC teams will analyze data at the district, campus, grade, classroom, student, and special population levels to identify trends, prerequisite gaps, and needs for support or enrichment. MAP will be used
Campus or District	Bridgeport Middle School will use NWEA	BOY/MOY/ EOY	

with classroom assessments, CBAs/ end-of-unit assessments, student work, and other evidence. Through PLC and MTSS processes, teams will use MAP data to determine Tier 2/3 supports, create flexible TORRO intervention/ enrichment groups, and target skills for intervention or extended learning. BOY MOY and MOY-EOY growth will be reviewed to evaluate Tier 1 instruction and interventions and adjust supports as needed.

Type of Assessment
Please specify other assessment type:

District

Frequency Purpose
(how will these results be used)

mastery of the grade-level essential standards taught by each checkpoint. During PLCs, teams will analyze results by standard, student, and special population to identify trends in

grade-level standards and those who require additional time, targeted intervention, scaffolds, or other supports, using subsequent student performance data to monitor the effectiveness of their instructional response.

Bridgeport Middle School will administer a district-created CBA twice per year, in October and February to all STAAR tested courses, to measure the effectiveness of Tier 1 curriculum and instruction and determine student

Other Created CBA Campus Semester performance and determine which instructional strategies were effective and which should be adjusted or discontinued. Teams will use the findings to identify students who have mastered

District

Campus or

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Bridgeport Middle School will use student data walls to track the growth and progress of every student throughout the year. Data will be reviewed regularly during PLCs and through the

MTSS process and MTSS committee to identify students needing Tier 2 or Tier 3 intervention, as well as students needing extended learning opportunities (ELOs). Intervention and enrichment will be provided during TORRO time five days per week by classroom teachers, special education teachers, and additional support staff. Student groups will remain flexible and fluid, with placement and instructional supports adjusted based on updated assessment data, progress-monitoring results, and demonstrated student growth.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Bridgeport Middle School will provide a multi-tiered system of support (MTSS) for students performing below grade level and students in special populations. Student assessment and progress-monitoring data will be used to identify specific skill gaps and determine appropriate Tier 2 and Tier 3 interventions, while ensuring supports are responsive to the needs of students receiving special education, emergent bilingual, and other specialized services. Targeted intervention will occur during TORRO time five days per week and will be provided by classroom teachers, special education teachers, and additional support staff. Student groups will remain flexible and fluid and will be adjusted based on ongoing progress-monitoring data. PLC teams and the MTSS committee will routinely review student progress, evaluate the effectiveness of interventions, and make timely adjustments to the level, frequency, and focus of support.

Additionally, teachers will embed intentional scaffolds and differentiated supports within Tier 1 instruction and intervention to ensure grade-level content is accessible to all learners. Supports will be selected based on individual student needs, including appropriate language supports for emergent bilingual students, accommodations and specially designed instruction for students receiving special education services, and targeted scaffolds for other special populations. PLC teams will use student data to determine which supports are needed while maintaining the rigor of grade-level standards and providing students opportunities for productive struggle and increasing independence.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

We organize two different ways: by grade level content teams, by vertical content teams.

How frequently will PLCs occur?

Grade level content teams meet 2 times weekly, 45 minutes each time.

Vertical content teams meet 1 time weekly, for 45 minutes.

Who will facilitate PLCs?

An administrator with facilitate collaborative wth the team and/or department lead depending on the PLC type.

Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 9 of 23

Who is required to attend PLCs?

Teachers

Administrators

Curriculum coordinators

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Bridgeport Middle School uses a structured PLC agenda and established team norms to guide collaborative planning and ensure meetings remain focused on student learning. Teams address the agenda components most relevant to their current instructional needs, which may include unit/module internalization, lesson internalization, planning scaffolds and supports, or analyzing student work, CFAs, and mid- or end-of-unit assessment data. When internalizing curriculum, teams follow the established internalization protocol embedded within the PLC agenda. As items are addressed, teams document key discussion points, decisions, and action steps. Each PLC concludes by identifying necessary pre-work for the next meeting, creating an ongoing cycle of planning, implementation, analysis, and instructional response.

Upload PLC agenda (optional):

[Copy of BMS 6th Math 26-27 Collaborative Team Time Agenda.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Admin (Assistant Principals, Instructional Coaches) TPESS Training: Mapped out yearly timeline, set TPESS goals and progress monitoring dates, completed BOY reflection.		on coaching through PLC effectiveness, understanding and using the LIFT walkthrough tool, followed by classroom walkthroughs using the LIFT walkthrough tool to determine action steps given to teachers.
Principal			bi-weekly. The focus is on coaching through PLC effectiveness, understanding and using the LIFT walkthrough tool, followed by classroom walkthroughs using the LIFT walkthrough tool to determine action steps given to teachers.
Other Campus	Lift Coaching This is delivered monthly, and often bi-weekly. The focus is		Lift Coaching This is delivered monthly, and often
			Bonita Jeter

Secondary Math LIFT
Coach -
Region 11

Secondary Math LIFT
Coach -

Candice Oliver

Barbara Howard

Candice Oliver

FLIPS
Coach - Region 11
Candice Oliver

Principal FLIPS Coaching

Mentor

Teacher Texas Mentorship Training NIET Bridgeport Middle School TIP

and
Mentee Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Bridgeport Middle School will use the Texas Mentorship Training to train and support veteran teachers serving as mentors through the PREP Allotment, with NIET serving as the training provider. Trained mentors will be strategically paired with teachers who have 0–2 years of experience based on identified needs and areas of expertise. Mentoring activities, coaching, and support will be intentionally planned and calendared through the program to ensure

consistent implementation. The effectiveness and fidelity of the mentoring program will be monitored at both the campus and district levels, with adjustments made based on teacher needs, mentor feedback, and implementation data.

For struggling teachers, individual observation and feedback cycles will be implemented more frequently (weekly vs. monthly) to track progress and guide choice of action steps to be implemented.

We will also utilizing a tiered system to differentiate levels of support for teachers who have not demonstrated success. Teacher success will be determined from the following: Assessments data collection on all types of assessments, walkthrough data collection, and observation and feedback cycles. Supports will include: professional development determined by instructional gaps, ongoing observation and feedback coaching cycles, mentor teacher support.

The Bridgeport Middle School principal will be provided with FLIPS coaching 4 x yearly. LIFT coaching support will also be used to provide coaching to the campus principal and assistant principal during classroom walkthroughs and PLC observations.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Classroom walkthrough tools provided by LIFT.

PLC observation and feedback tools provided by LIFT.

LIFT coaching action step guided utilized alongside observation and feedback cycles.

Classroom walkthroughs by campus administration along with LIFT coaches.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

The frequency will be determined by the tiered teacher system, with all math and reading teachers receiving a coaching cycle monthly, and tier 2 & 3 teachers receiving a coaching cycle more frequently.

What capacity building supports related to supporting students in special populations will

teachers and administrators receive?

Bridgeport Middle School will build teacher and administrator capacity to support students in special populations through ongoing, job-embedded professional learning, collaborative PLCs, and intentional data analysis. Special education teachers will participate in weekly PLC meetings with classroom teachers to analyze campus SPED data and student growth, monitor campus goals for the special education population, share effective instructional strategies, and strengthen their ability to support general education teachers with IEP implementation, accommodations, and access to Tier 1 instruction. Similarly, staff supporting emergent bilingual, ESL, and bilingual students will participate in weekly PLCs with teachers focused on student growth, campus EB goals, and effective language supports, scaffolds, and instructional strategies.

At the campus level, PLCs and administrators will routinely disaggregate special population data alongside overall grade-level performance to identify achievement gaps and determine needed instructional responses. In addition, the district's Special Education Directors will provide quarterly professional development focused on increasing access to rigorous Tier 1 instruction through differentiation, appropriate accommodations and supports, and effective instructional practices. Training will also address co-teaching models and practices, including the roles of general and special education teachers and what effective grade-level instruction should look like within a co-taught classroom.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

FLIPS Coaching

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & Region 11 FLIPS Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Four visits with the campus principal by the FLIPS coach from Region 11 ESC will occur. Documentation will be provided through calendar invitations, work products, and/or reflective documents. All actions will be documented in a campus leadership playbook.

Support Needed – What training, coaching, resources, or tools are required?

This will require calendared time along with an understanding of the principal and campus needs to provide appropriate coaching. A campus leadership team will need to be established. A routine observation and feedback cycle for teachers will need to be established and tracked.

Milestone 2

Description – What specific action or deliverable will be completed?

RBIS Training: All new teachers and new administrators will need to be trained in RBIS for reading and/or math depending on teaching content(s). All returning teachers and administrators will need to attend a math BRIS update to be fully trained.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Administration, campus admin, and teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Documentation of training attendees will be kept to track all participants.

Support Needed – What training, coaching, resources, or tools are required?

Dates for Region 11 to provide training in Bridgeport will be utilized if possible. Additional dates provided at Region 11 ESC will be communicated with administration and teachers needing to attend.

Milestone 3

Description – What specific action or deliverable will be completed?

LIFT Coaching

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region 11 LIFT Coaches, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

There will monthly calendared LIFT coaching sessions scheduled with the campus principals. Agendas from these meetings will show focus points and any action items. Action steps will be given to campus leaders to implement and will be logged in their campus tracker.

Support Needed – What training, coaching, resources, or tools are required?

Half day to full days times will have to be allotted for LIFT coaching with the principal and LIFT coach. Schedule will need to be created to determine with which classrooms to use LIFT observation and feedback and feedback tools. LIFT agendas and walkthrough tools will be utilized.

Milestone 4

Description – What specific action or deliverable will be completed?

Math Bluebonnet Learning Implementation

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District and Campus Administration, Campus Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Routine walkthroughs and coaching cycles will show effectiveness and fidelity of implementation a classroom and campus level. Team agendas will show planning and internalization process being routinely used. Student data from uit/CBA assessments will show understanding of concepts and skills taught.

Support Needed – What training, coaching, resources, or tools are required?

Principals will utilize ongoing LIFT and FLIPS coaching to help with effectiveness and fidelity of implementation. Teachers will be guaranteed PLC time at a minimum of two times weekly for 45 minutes each to time to internalize units/modules/lessons. Routine data digs over unit assessments/CBAs will occur to analyze data to make immediate adjustments to instruction.

Milestone 5

Description – What specific action or deliverable will be completed?

RLA HMH Implementation

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District and Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

BMS will conduct curriculum alignment and internalization training for HMH Into Literature. This will occur on curriculum development days in August, September, December, and February during team vertical alignment PLC day. There will be a completion of a yearly pacing guide, unit overviews for each unit showing that all state standards are taught, assessments aligned to each unit, and calendared lesson plans showing the daily instruction and student work for each unit. Walkthrough forms will also contain a checkbox for using district curriculum approved resources.

Support Needed – What training, coaching, resources, or tools are required?

The process will be supported by a curriculum consultant from Region 11 ESC and the district curriculum department.

Substitutes for teachers will be provided when these dates occur during the academic school year.

Milestone 6

Description – What specific action or deliverable will be completed?

Midyear Assessment and Strategy adjustment

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators & Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

In December 2026, the Middle-of-Year (MOY) MAP Growth assessment will be administered in both Reading and Math to measure student growth and identify instructional priorities for the spring. Teachers will use this data in PLCs to adjust instruction, target intervention, and provide extended learning opportunities at the beginning of the year. Campus leaders will use LIFT walkthroughs and observation tools to measure fidelity of implementation and identify patterns to address through future PD opportunities.

Support Needed – What training, coaching, resources, or tools are required?

We will use the NWEA MAP assessment tool. Dedicated PLC time will be given to analyze MAP data and create plans to target intervention, and provide extended learning opportunities.

Milestone 7

Description – What specific action or deliverable will be completed?

Observation & Feedback Cycles Implemented Routinely and Tracked

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed walkthrough tools documented through Strive, and transitioning to the Instructional Insights App (IIA) when it becomes available. Observation and feedback trackers maintained electronically by the campus administrators with walkthrough dates, actions steps, and follow up visits scheduled and completed.

Support Needed – What training, coaching, resources, or tools are required?

Lift coaching for the principals by a Region 11 ESC Lift coach monthly. Walkthrough observation Lift forms and tracking system for feedback and action steps will be utilized routinely. Calibration walks with the campus principals and LIFT coach will occur monthly.

Milestone 8

Description – What specific action or deliverable will be completed?

End of Year Assessment and Strategy adjustment

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leaders and Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

In May 2027, the End-of-Year (EOY) MAP Growth assessment will be administered in both Reading and Math to measure student growth and identify instructional priorities for the spring. Teachers will use this data during the next school year in PLCs to adjust instruction, target intervention, and provide extended learning opportunities at the beginning of the year. Campus leaders will use LIFT walkthroughs and observation tools to measure fidelity of implementation and identify patterns to address through future PD opportunities.

Support Needed – What training, coaching, resources, or tools are required?

We will use the NWEA MAP assessment tool. Dedicated PLC time will be given to analyze MAP data and create plans to target intervention, and provide extended learning opportunities.

Milestone 9

Description – What specific action or deliverable will be completed?

Design a new Instructional Framework

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instruction Framework Committee

Evidence of Completion – What artifact, data, or observable action will verify completion?

We will have a clearly written and developed instructional framework that defines how BMS plans, delivers, and supports teaching and learning so that students receive consistent, high level instruction across every classroom.

There will be an established team a district and campus leaders who have completed both math and reading RBIS training

Support Needed – What training, coaching, resources, or tools are required?

We will develop an instructional framework committee to help draft and finalize a written instructional framework. We will utilize the support of our LIFT coached in this process. We will meet for a total of 1 1/2 days to draft and finalize the plan in fall of 2026 before presenting to the school community.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will use a structured, multi-tiered performance management system to monitor the successful implementation of this plan.

Progress will be reviewed through weekly PLC meetings, 3 monthly principal meetings, campus data digs occurring after all NWEA MAP, CBA/unit/module, and district created CBA assessments, weekly campus classroom walkthroughs, monthly performance management meetings with the Superintendent and Director of Curriculum and Instruction, and monthly LIFT performance management meetings. This system maintains leader focus on instructional fidelity, student outcomes, and the key milestones outlined in the turnaround plan.

Data Sources and Collection Methods

Progress will be evaluated using a variety of data sources: PLC documentation and agendas to review lesson internalization and mastery of essential standards, LIFT companion guide and walkthrough tools to monitor High-Quality Instructional Materials (HQIM) and Guaranteed & Viable Curriculum (GVC) alignment, MAP Growth, CFAs and formative assessments, exit tickets, and mid and end-of-unit checks to measure student performance across grade levels, observation & feedback trackers, RBIS support notes and participation data to track instructional coaching impact and professional learning engagement.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Progress will be reviewed by the Superintendent, Director of Curriculum & Instruction, Middle School Principal and Assistant Principals, and District LIFT Coaches during LIFT performance management meetings. This team will analyze PLC data, walkthrough data, and Unit/CBA/MAP/STAAR assessment data to measure progress toward milestone goals.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected using HQIM fidelity checklists, LIFT walkthrough tools, PLC artifacts, and observation and feedback cycle tracking.

Assessment data from MAP Growth, common formative assessments (CFAs), unit assessments, CBAs, and STAAR will provide quantitative measures of progress.

Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 20 of 23

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Collected data will be shared during monthly campus leadership meetings, quarterly district instructional leadership reviews, and semester Superintendent briefings. Key findings and action steps will be presented to the School Board and shared with teachers through PLC reflection sessions to promote transparency and collective accountability.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level EOY Goal (%)

Approaches Grade Level 70

Meets Grade Level 45

Masters Grade Level 20

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level EOY Goal (%)

Approaches Grade Level 69

Meets Grade Level 41

Masters Grade Level 12

Not applicable: Math STAAR goals (SY 26-27)

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Bridgeport Middle School TIP

Generated by Plan4Learning.com, October 21, 2026 at 11:39 AM Page 21 of 23

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level EOY Goal (%)

Approaches Grade Level 67

Meets Grade Level 41

Masters Grade Level 16

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

11

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

22

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

DRAFT