

Bridgeport Independent School District



Bridgeport High School

Accountability Rating: B

Distinction Designation:

Academic Achievement in Mathematics, Academic
Achievement in Social Studies, Top 25 Percent:
Comparative Academic Growth

2026-2027 Campus Improvement Plan

Mission Statement

At Bridgeport High School, we ensure **ALL** students achieve high levels of learning, growth, and success while preparing and empowering them for life beyond high school.

Vision

We envision Bridgeport High School as a collaborative learning community where:

- ALL students learn at high levels and receive the support or extension they need to be successful.
- Teachers work collaboratively through high-functioning PLCs focused on student learning and results.
- A guaranteed and viable curriculum ensures every student has access to essential learning.
- Students graduate college, career, or military ready and prepared for their next step.
- Staff, students, and families share responsibility for a culture of excellence, pride, accountability, and continuous improvement.

Collective Commitments

At BHS, we commit to:

- **Focus on Learning:** Ensure every student masters essential standards through effective, high-quality instruction.
- **Collaborate with Purpose:** Use PLCs to plan, analyze evidence, share effective practices, and respond to student needs.
- **Respond with Urgency:** Use data to identify students needing intervention, reteaching, or extension—and take collective responsibility for their growth.
- **Protect Relationships & Expectations:** Build meaningful relationships while maintaining high expectations for attendance, academics, behavior, effort, and engagement.
- **Be ALL IN:** Protect instructional time, prepare students for CCMR and post-secondary success, partner with families and our community, support one another, accept feedback, and continuously improve.

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Comprehensive Needs Assessment

Demographics

Summary

Bridgeport High School is located in Wise County, Texas, and serves students in grades 9–12. Bridgeport ISD encompasses the cities of Bridgeport, Lake Bridgeport, Runaway Bay, and surrounding unincorporated areas of western Wise County. During the 2025–2026 school year, BHS served **633 students**.

BHS Student Profile

Bridgeport High School - Student Profile (2025-2026)		
Student Information	Count	Percent
Total Enrollment	633	100%
Grade 9	156	24.6%
Grade 10	164	25.9%
Grade 11	163	25.8%
Grade 12	150	23.7%
Female	323	51.0%
Male	310	49.0%

Enrollment is distributed relatively evenly across all four grade levels.

BHS Student Groups

Bridgeport High School - Student Groups (2025-2026)	
Student Group	BHS
Hispanic	52.8%
White	43.0%
Economically Disadvantaged	54.8%
At-Risk	43.0%
Emergent Bilingual/EL	21.6%
Section 504	19.0%
Special Education	12.8%
Dyslexia	8.8%
Military Connected	5.5%
Gifted & Talented	4.9%
Homeless	2.8%

The student population is 52.8% Hispanic, 43.0% White, and 4.2% other racial and ethnic groups. More than half of BHS students are economically disadvantaged, and the campus serves significant populations of at-risk students, Emergent Bilingual students, students receiving Section 504 services, and students receiving special education services.

BHS Student Success Indicators

Bridgeport High School - Student Success Indicators		
Indicator	Previous	Current
CCMR	63.7%	79.9%
College Ready	45.9%	70.7%
TSI Criteria - ELA	39.7%	64.9%
TSI Criteria - Math	20.5%	53.4%
TSI Criteria - Both Subjects	19.9%	48.9%
Federal Graduation Rate	96.1%	97.1%

BHS demonstrated significant improvement in College, Career, and Military Readiness. The percentage of annual graduates meeting at least one CCMR indicator increased from **63.7% to 79.9%**, while the percentage identified as College Ready increased from **45.9% to 70.7%**.

College-readiness indicators also improved substantially. TSI criteria attainment increased from 39.7% to 64.9% in ELA, from 20.5% to 53.4% in mathematics, and from 19.9% to 48.9% in both subjects. The percentage of annual graduates meeting AP/IB criteria in at least one subject also increased from 8.9% to 16.1%. BHS maintained a strong graduation rate, with the federal graduation rate increasing from **96.1% to 97.1%**.

BHS Staff Profile

Bridgeport High School - Staff Profile (2025-2026)			
Staff Indicator	BHS	District	State
Average Teacher Experience	11.2 years	10.0	11.6
Teachers with Master's Degree	29.4%	22.8%	25.6%
Students per Teacher	12.8	13.3	14.8

The TEA staff profile reflects **49.5 teacher FTEs**, 2.8 professional support FTEs, 4.0 campus administration FTEs, and 7.1 educational aide FTEs. BHS teachers average 11.2 years of experience, compared with 10.0 years districtwide, and 29.4% of teachers hold master's degrees, exceeding both the district and state percentages. BHS also maintains a student-to-teacher ratio of 12.8, compared with 13.3 districtwide and 14.8 statewide.

Who We Are — Summary

Bridgeport High School serves 633 students in grades 9–12 and supports a diverse student population with a wide range of academic and instructional needs. More than half of students are economically disadvantaged, 43% are identified as at-risk, and 21.6% are Emergent Bilingual/English Learners. BHS provides special education, Section 504, dyslexia, ESL, Gifted and Talented, intervention, credit recovery, CTE, advanced academics, and college and career readiness opportunities.

BHS continues to show growth in postsecondary readiness. CCMR increased from **63.7% to 79.9%**, College Ready increased from **45.9% to 70.7%**, and the federal graduation rate reached **97.1%**. The campus operates on a nine-period schedule with **TORO Time** built in for intervention, academic support, and enrichment. BHS also provides co-teaching and inclusion services, credit recovery, PLCs, common planning, instructional coaching, and support for new teachers. Family and community engagement is supported through weekly communication, Curriculum Night, Destination BHS, CCMR meetings, Coffee with the Counselors, parent conferences, and community partnerships. Attendance remains an identified area of need, with a campus goal of reaching **95% average daily attendance**.

Student Learning

Summary

Texas Education Agency

2026 Accountability Rating Overall Summary
BRIDGEPORT H S (249903001) - BRIDGEPORT ISD - WISE COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		81	B	0%
STAAR Performance	52	79		
College, Career and Military Readiness	80	82		
Graduation Rate	97.4	85		
School Progress		85	B	70%
Academic Growth	79	85	B	✓
Relative Performance (Eco Dis: 54.8%)		83	B	
Closing the Gaps	62	80	B	30%



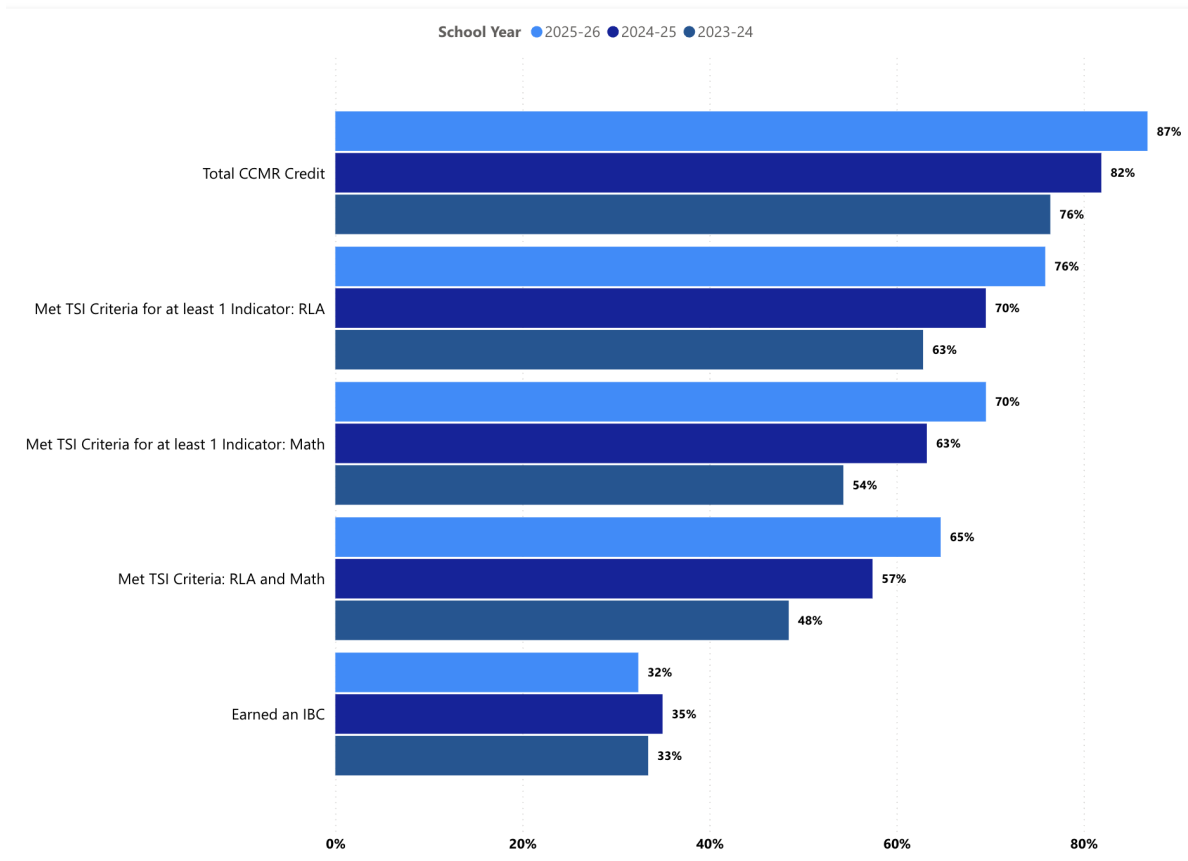
Academic Achievement in Mathematics



Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Strengths

BHS demonstrated strong academic growth across multiple indicators, earning an **84 (B) accountability rating** and distinctions in **Mathematics, Social Studies, and Comparative Academic Growth**. Student performance increased across multiple EOC areas, and CCMR increased from **63.7% to 79.9%**, demonstrating continued progress in both academic achievement and postsecondary readiness.

School Processes & Programs

Summary

Bridgeport High School provides a standards-based instructional program aligned to the **Texas Essential Knowledge and Skills (TEKS)** and district curriculum expectations. Teachers work collaboratively through **Professional Learning Communities (PLCs)** and common planning periods to internalize curriculum, analyze student data, anticipate misconceptions, plan instructional strategies, develop checks for understanding, and determine appropriate intervention, differentiation, and enrichment. Student learning is monitored through STAAR/EOC, MAP, curriculum-based assessments, classroom assessments, and other formative data.

Professional learning and instructional coaching are focused on strengthening **Tier 1 instruction**, student engagement, curriculum implementation, checks for understanding, differentiation, and support for diverse learners. Campus administrators, instructional leaders, and district support staff participate in PLCs, classroom walkthroughs, coaching, and professional learning to support continuous instructional improvement.

BHS operates on a **nine-period schedule** that includes **TORO Time**, a daily period dedicated to intervention, academic support, enrichment, and identified student needs. Students receiving special education services have access to co-teaching and inclusion support across core content areas, while Emergent Bilingual students receive instructional and language supports based on individual needs. Edgenuity is also available for credit recovery to help students remain on track for graduation.

BHS provides a variety of **college, career, and military readiness opportunities**, including Advanced Placement, dual credit, CTE programs, industry-based certifications, and college and career assessments. Students also have opportunities to participate in athletics, fine arts, clubs, organizations, and other extracurricular and cocurricular programs.

Technology is integrated into daily instruction through the district's **1:1 Chromebook initiative**, interactive classroom technology, Canvas, IXL, Edgenuity, and other digital instructional resources. BHS also partners with **Communities in Schools North Texas** to provide additional academic, social, and student support services.

Campus leadership uses PLCs, staff and leadership teams, committees, student performance data, and stakeholder input to guide campus decisions and improvement efforts. Communication with students, staff, and families occurs through weekly newsletters, campus messaging, social media, parent meetings, conferences, and campus events, with Spanish translation and interpretation provided when appropriate.



Priority Problem Statements

Problem Statement

Root Cause

1



Although Bridgeport High School demonstrated academic growth across multiple indicators, achievement gaps remain among student groups, and the percentage of students reaching the Meets and Masters performance levels remains an area of need, particularly in English I, English II, and Algebra I.

Tier I instruction, intervention, and differentiation are not yet consistently meeting the academic and language needs of all learners. Continued emphasis is needed on rigorous grade-level instruction, intentional checks for understanding, targeted intervention, and instructional supports for students receiving special education services, Emergent Bilingual students, economically disadvantaged stu

2



Student attendance continues to be an area of need and negatively impacts student learning, credit attainment, and overall academic success.

Students and families do not always understand the impact of absences on academic progress and credit attainment, and some students face outside responsibilities that contribute to inconsistent attendance.

3



Teachers need continued professional development and coaching to strengthen student engagement strategies during Tier 1 instruction.

Teachers need additional training and coaching to consistently implement effective student engagement strategies during Tier 1 instruction.

4



Tier 1 instructional practices are not yet consistently implemented across all classrooms at the level needed to ensure high levels of learning for all students.

Teachers need continued support with curriculum internalization and intentionally planning for pacing, checks for understanding, student engagement, differentiation, and appropriate instructional supports.

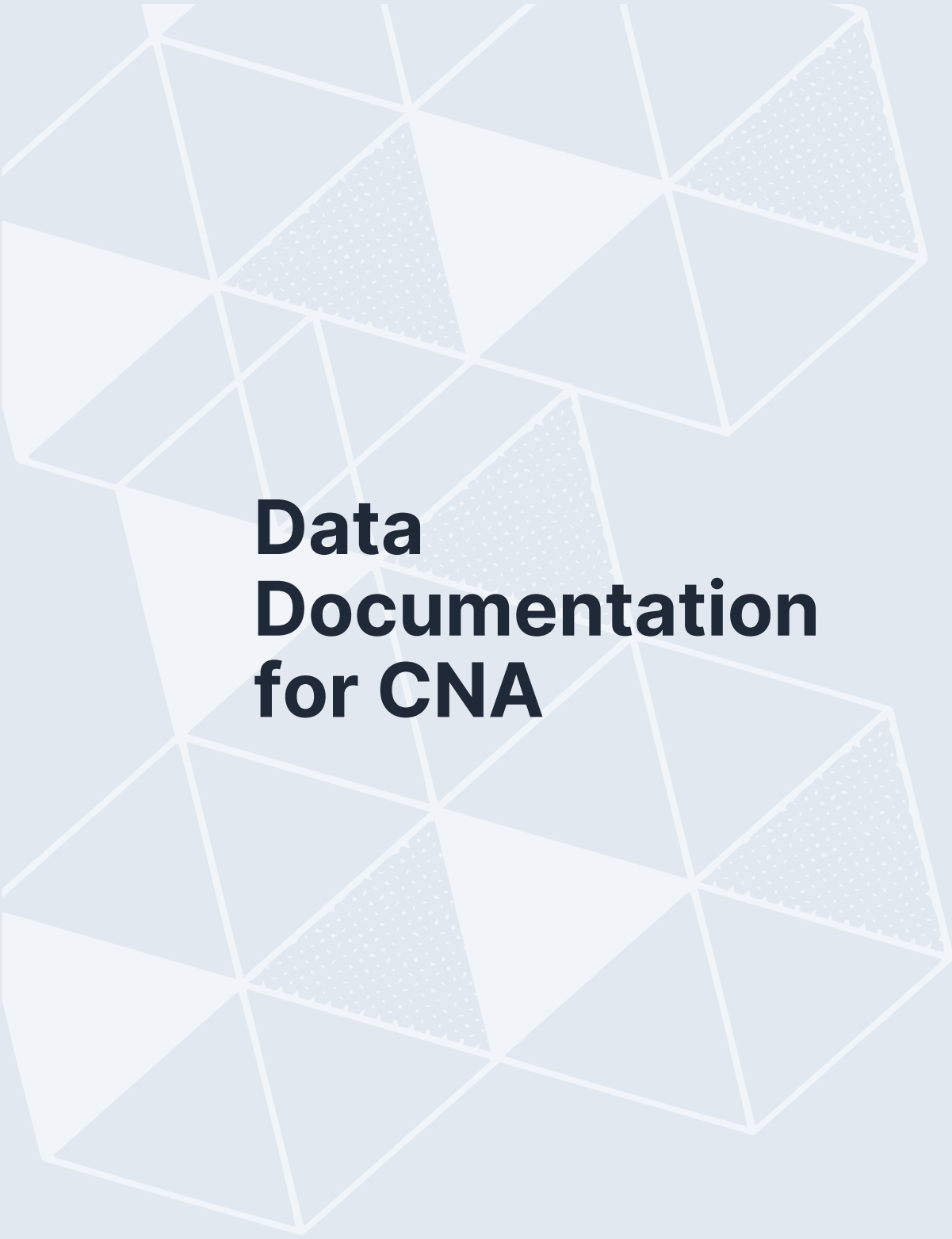
5



Continued efforts are needed to increase student connection and engagement with the campus.

Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data

- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



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 High Priority

Accountability Rating

By the end of the 2026-2027 school year, Bridgeport High School will increase its overall accountability rating from an 84 (B) to an A rating, as measured by the Texas A-F Accountability System.

Evaluation Data Source: Texas Accountability Reports, STAAR EOC results, Academic Growth, Closing the Gaps, CCMR, graduation data, Campus Assessment Data, MAP progress, Toro Interventions

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Data Monitoring

Campus leadership and PLC teams will regularly monitor STAAR, MAP, curriculum-based assessment, CCMR, attendance, and student-group data to identify areas needing immediate instructional response.

Strategy's Expected Result/Impact: Campus and student-group performance will improve across accountability indicators.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CCMR Coordinator, PLC Leads, Teachers

Problem Statements: Student Achievement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Data-Driven TORO Intervention

Strategy: BHS will use STAAR EOC, MAP, curriculum-based assessments, and classroom assessment data to identify individual student needs and provide targeted intervention, reteaching, and enrichment during TORO Time. Student progress will be monitored regularly, and intervention groups and supports will be adjusted based on current data.

Strategy's Expected Result/Impact: Students will receive timely, targeted support based on identified skill gaps, resulting in increased academic growth and achievement at the Approaches, Meets, and Masters performance levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, Teachers, Instructional Support Staff

Problem Statements: Student Achievement 1

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Although Bridgeport High School demonstrated academic growth across multiple indicators, achievement gaps remain among student groups, and the percentage of students reaching the Meets and Masters performance levels remains an area of need, particularly in English I, English II, and Algebra I.	Tier I instruction, intervention, and differentiation are not yet consistently meeting the academic and language needs of all learners. Continued emphasis is needed on rigorous grade-level instruction, intentional checks for understanding, targeted intervention, and instructional supports for students receiving special education services, Emergent Bilingual students, economically disadvantaged stu

Performance Objective 2 ☒ High Priority

EOC Achievement

By the end of the 2026-2027 school year, BHS will increase the percentage of students achieving Meets Grade Level or above by at least 5 percentage points in English I, English II, and Algebra I, as measured by STAAR EOC results.

Current baselines: English I 48%, English II 57%, Algebra I 36% Meets.

Evaluation Data Source: STAAR EOC, MAP, curriculum-based assessments, common formative assessments

Strategy 1 ☒ Targeted Support Strategy

PLC & Lesson Internalization

Core content PLCs will use a consistent lesson internalization process to analyze TEKS, curriculum resources, pacing, anticipated misconceptions, student tasks, checks for understanding, and planned instructional responses.

Strategy's Expected Result/Impact: Increased alignment and rigor of Tier 1 instruction and improved student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Staff, PLC Leads, Core Teachers

Problem Statements: Curriculum, Instruction, and Assessment 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Intentional Checks for Understanding

Teachers will intentionally plan and implement multiple checks for understanding throughout instruction and use student responses to adjust instruction, reteach, scaffold, or extend learning.

Strategy's Expected Result/Impact: Teachers will identify misconceptions earlier and provide timely instructional responses.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Staff, PLC Leads, Core Teachers

Problem Statements: Student Achievement 1

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy

Data-Driven TORO Intervention

STAAR, MAP, CBA, and classroom assessment data will be used to identify students for targeted intervention during TORO Time. Student progress will be monitored and intervention groups adjusted based on demonstrated need.

Strategy's Expected Result/Impact: Students will receive targeted support on specific skills and standards, increasing achievement at Meets and Masters.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Staff, PLC Leads, Core Teachers

Problem Statements: Student Achievement 1

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Although Bridgeport High School demonstrated academic growth across multiple indicators, achievement gaps remain among student groups, and the percentage of students reaching the Meets and Masters performance levels remains an area of need, particularly in English I, English II, and Algebra I.	Tier I instruction, intervention, and differentiation are not yet consistently meeting the academic and language needs of all learners. Continued emphasis is needed on rigorous grade-level instruction, intentional checks for understanding, targeted intervention, and instructional supports for students receiving special education services, Emergent Bilingual students, economically disadvantaged stu

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Tier 1 instructional practices are not yet consistently implemented across all classrooms at the level needed to ensure high levels of learning for all students.	Teachers need continued support with curriculum internalization and intentionally planning for pacing, checks for understanding, student engagement, differentiation, and appropriate instructional supports.

Performance Objective 3 High Priority

Closing Achievement Gaps

By the end of the 2026-2027 school year, BHS will increase achievement and academic growth for Emergent Bilingual and special education students and increase the number of targets met within the Closing the Gaps domain, as measured by STAAR EOC, MAP, TELPAS, and state accountability data.

Evaluation Data Source: Closing the Gaps Report, STAAR EOC, TELPAS, MAP, CBAs, student-group data

Strategy 1

EB Instructional Supports

Teachers will intentionally incorporate language supports for Emergent Bilingual students, including structured turn-and-talks, purposeful partner work, academic vocabulary, cognates, visuals, sentence stems, and opportunities for students to read, write, speak, and listen within content instruction.

Strategy's Expected Result/Impact: Increased language development, TELPAS progress, and academic achievement for EB students.

Staff Responsible for Monitoring: Principal, Assistant Principals, EB/ESL Staff, PLC Leads, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Special Education/Inclusion Support

General education and special education teachers will collaborate through co-teaching, inclusion, PLCs, and lesson internalization to plan accommodations, scaffolds, and instructional supports while maintaining grade-level rigor.

Strategy's Expected Result/Impact: Increased achievement and academic growth for students receiving special education services.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Staff, General Education Teachers, PLC Leads

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy

Student-Group Data Reviews

PLCs and campus leadership will disaggregate assessment data by student group and use the results to identify achievement gaps, plan targeted instruction and intervention, and monitor student progress and the effectiveness of instructional responses.

Strategy's Expected Result/Impact: Achievement gaps will decrease and the number of Closing the Gaps targets met will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, Teachers, Counselors, Instructional Support Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4

Tier 1 Instruction

By the end of the 2026-2027 school year, BHS will strengthen Tier 1 instruction through consistent curriculum internalization, intentional checks for understanding, student engagement strategies, and data-driven instructional responses.

Evaluation Data Source: Walkthrough data, PLC documentation, MAP, curriculum-based assessments, STAAR EOC, teacher coaching documentation

Strategy 1

Instructional Walkthroughs & Coaching

Campus administrators and instructional support staff will conduct regular classroom walkthroughs focused on curriculum alignment, pacing, intentional checks for understanding, student engagement, and data-driven instructional responses. Teachers will receive specific feedback, an actionable next step when appropriate, and follow-up support to monitor implementation.

Strategy's Expected Result/Impact: Increased consistency and effectiveness of Tier 1 instruction across classrooms, resulting in increased student engagement, academic growth, and achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, District/Campus Instructional Support Staff

Problem Statements: Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Tier 1 instructional practices are not yet consistently implemented across all classrooms at the level needed to ensure high levels of learning for all students.

Teachers need continued support with curriculum internalization and intentionally planning for pacing, checks for understanding, student engagement, differentiation, and appropriate instructional supports.

Goal 2

Increase opportunities and support systems that prepare all students for successful postsecondary pathways.

Performance Objective 1 High Priority

CCMR

By the end of the 2026-2027 school year, BHS will increase the percentage of students meeting at least one CCMR indicator from 79.9% to 90%.

Evaluation Data Source: AP scores, TSI criteria, Dual Credit/OnRamps course completion, industry-based certifications, military enlistment

Strategy 1

Individual CCMR Tracking & Intervention

BHS will regularly monitor individual student CCMR status and identify students who have not yet earned a CCMR indicator. Counselors and campus staff will connect identified students with appropriate opportunities and interventions to earn a qualifying indicator prior to graduation.

Strategy's Expected Result/Impact: Increased percentage of graduates earning at least one CCMR indicator and progress toward the campus goal of 90% CCMR.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CCMR Coordinator, CTE Staff

Problem Statements: School Culture and Climate 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Continued efforts are needed to increase student connection and engagement with the campus.

Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Performance Objective 2

College Readiness

By the end of the 2026-2027 school year, BHS will increase the percentage of students demonstrating college readiness through TSI, AP, Dual Credit, OnRamps, SAT, and/or ACT indicators.

Evaluation Data Source: TSI results, AP scores, SAT/ACT results, Dual Credit/OnRamps enrollment and course completion

Strategy 1

College Readiness Opportunities & Support

BHS will provide and monitor opportunities for students to demonstrate college readiness through TSI preparation and testing, AP coursework and exams, Dual Credit and OnRamps course completion, and SAT/ACT preparation and testing. Student performance will be reviewed to identify students needing additional support.

Strategy's Expected Result/Impact: Increased number of students meeting TSI criteria, earning qualifying AP scores, successfully completing Dual Credit/OnRamps coursework, and demonstrating college readiness prior to graduation.

Staff Responsible for Monitoring:

Principal, Assistant Principals, Counselors, CCMR Coordinator, AP/Dual Credit/OnRamps Teachers

Problem Statements: School Culture and Climate 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Continued efforts are needed to increase student connection and engagement with the campus.

Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Performance Objective 3

Career Readiness

By the end of the 2026-2027 school year, BHS will increase the number of students successfully completing CTE programs of study and earning industry-based certifications aligned to postsecondary and workforce opportunities.

Evaluation Data Source: CTE enrollment and completion data, programs of study, industry-based certification results, CCMR reports

Strategy 1

CTE Pathways & Industry-Based Certifications

BHS will monitor student enrollment, course sequencing, program-of-study completion, and industry-based certification opportunities to ensure students are progressing through appropriate CTE pathways and have opportunities to earn certifications aligned with their career interests.

Strategy's Expected Result/Impact: Increased completion of CTE programs of study and increased number of students earning industry-based certifications that contribute to career readiness and CCMR attainment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CCMR Coordinator, CTE Coordinator/Director, CTE Teachers

Problem Statements: School Culture and Climate 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Continued efforts are needed to increase student connection and engagement with the campus.

Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Goal 3

Develop and support high-quality staff through professional learning, collaboration, instructional coaching, and leadership opportunities that improve student outcomes.

Performance Objective 1 High Priority

PLC Fidelity

By the end of the 2026-2027 school year, all core content PLCs will consistently implement the PLC process to address the four essential questions, internalize curriculum, analyze student learning, and plan instructional responses.

Evaluation Data Source: PLC agendas/documentation, administrator participation, curriculum internalization documents, assessment data

Strategy 1

Consistent PLC Implementation

Core content teams will participate in regularly scheduled PLCs using a consistent process focused on the four essential PLC questions, curriculum internalization, analysis of student work and assessment data, and planning for reteaching, intervention, differentiation, and extension.

Strategy's Expected Result/Impact: Increased PLC fidelity and stronger alignment between curriculum, instruction, assessment, and student needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, District/Campus Instructional Support Staff, PLC Leads, Core Content Teachers

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Although Bridgeport High School demonstrated academic growth across multiple indicators, achievement gaps remain among student groups, and the percentage of students reaching the Meets and Masters performance levels remains an area of need, particularly in English I, English II, and Algebra I.	Tier I instruction, intervention, and differentiation are not yet consistently meeting the academic and language needs of all learners. Continued emphasis is needed on rigorous grade-level instruction, intentional checks for understanding, targeted intervention, and instructional supports for students receiving special education services, Emergent Bilingual students, economically disadvantaged stu

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Tier 1 instructional practices are not yet consistently implemented across all classrooms at the level needed to ensure high levels of learning for all students.	Teachers need continued support with curriculum internalization and intentionally planning for pacing, checks for understanding, student engagement, differentiation, and appropriate instructional supports.

Performance Objective 2 High Priority

Instructional Coaching

By May 2027, campus administrators will strengthen instructional coaching by providing teachers with clear, specific feedback and actionable next steps following observations and consistently following up to monitor implementation and support instructional growth.

Evaluation Data Source: Walkthrough data, T-TESS documentation, coaching records, follow-up observations, teacher growth evidence

Strategy 1

Walkthrough Feedback & Follow-Up

Campus administrators will conduct regular classroom walkthroughs and provide teachers with timely, specific feedback that includes identified strengths and an actionable next step. Administrators will follow up to monitor implementation, provide additional coaching, and document instructional growth.

Strategy's Expected Result/Impact: Teachers will receive consistent, actionable instructional feedback resulting in improved classroom practices and student learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, District/Campus Instructional Support Staff

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teachers need continued professional development and coaching to strengthen student engagement strategies during Tier 1 instruction.	Teachers need additional training and coaching to consistently implement effective student engagement strategies during Tier 1 instruction.

Performance Objective 3

Professional Learning

During the 2026-2027 school year, BHS will provide targeted professional learning and coaching based on identified campus needs, including curriculum internalization, checks for understanding, student engagement, differentiation, Emergent Bilingual supports, and effective Tier 1 instruction.

Evaluation Data Source: Professional development records, walkthrough trends, PLC documentation, teacher feedback, student performance data

Strategy 1

Data-Driven Professional Development

BHS will use walkthrough trends, student achievement data, PLC observations, and teacher needs to plan targeted professional learning and coaching in areas such as curriculum internalization, checks for understanding, student engagement, differentiation, Emergent Bilingual supports, and effective Tier 1 instruction.

Strategy's Expected Result/Impact: Professional learning will directly address identified instructional needs and result in increased teacher effectiveness and improved student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals, District/Campus Instructional Support Staff, PLC Leads

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Teachers need continued professional development and coaching to strengthen student engagement strategies during Tier 1 instruction.	Teachers need additional training and coaching to consistently implement effective student engagement strategies during Tier 1 instruction.

Performance Objective 4 **High Priority**

Recruitment & Retention

During the 2026-2027 school year, BHS will strengthen teacher recruitment and retention through new-teacher mentoring, administrator support, staff recognition, leadership opportunities, and ongoing professional support.

Evaluation Data Source: Staff retention data, mentor program documentation, new-teacher meeting records, staff surveys/feedback, staffing and vacancy data

Strategy 1

New Teacher & Staff Support

BHS will provide ongoing support for new and returning staff through the campus mentor program, administrator check-ins, professional learning, staff recognition, leadership opportunities, and activities designed to strengthen staff collaboration and campus culture.

Strategy's Expected Result/Impact: Increased teacher support, professional growth, job satisfaction, and staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, Mentor Teachers, District Human Resources/Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teachers need continued professional development and coaching to strengthen student engagement strategies during Tier 1 instruction.

Teachers need additional training and coaching to consistently implement effective student engagement strategies during Tier 1 instruction.

Goal 4

Strengthen a safe, positive, and connected campus culture that promotes student attendance, engagement, and success.

Performance Objective 1 High Priority

Attendance

By the end of the 2026-2027 school year, BHS will increase Average Daily Attendance to at least 95%.

Evaluation Data Source: Daily attendance reports, PEIMS attendance data, chronic absenteeism reports

Strategy 1

Attendance Monitoring & Early Intervention

BHS will implement consistent attendance monitoring procedures to identify students with patterns of excessive or chronic absenteeism. Campus staff will provide timely student and family outreach, interventions, and follow-up to address barriers and improve attendance.

Strategy's Expected Result/Impact: Increased Average Daily Attendance to at least 95%, decreased chronic absenteeism, and increased instructional time for students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Counselors, CIS Site Coordinator, Teachers

Problem Statements: School Culture and Climate 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Student attendance continues to be an area of need and negatively impacts student learning, credit attainment, and overall academic success.	Students and families do not always understand the impact of absences on academic progress and credit attainment, and some students face outside responsibilities that contribute to inconsistent attendance.
2 Continued efforts are needed to increase student connection and engagement with the campus.	Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Performance Objective 2

Credit Loss

By the end of the 2026-2027 school year, BHS will reduce the number of students at risk of losing or who lose course credit due to excessive absences through early identification, intervention, and family communication.

Evaluation Data Source: Attendance reports, 90% attendance/credit reports, attendance intervention documentation, credit-loss data

Strategy 1

Attendance Credit Intervention

BHS will regularly identify and monitor students approaching or falling below attendance requirements for course credit. Students and families will receive timely communication regarding attendance status, credit requirements, available interventions, and steps necessary to regain credit when applicable.

Strategy's Expected Result/Impact: Decreased number of students losing course credit because of excessive absences and increased student and family understanding of the connection between attendance, academic success, and earning credit.

Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Counselors, Teachers

Problem Statements: School Culture and Climate 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Student attendance continues to be an area of need and negatively impacts student learning, credit attainment, and overall academic success.	Students and families do not always understand the impact of absences on academic progress and credit attainment, and some students face outside responsibilities that contribute to inconsistent attendance.
2	Continued efforts are needed to increase student connection and engagement with the campus.	Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Performance Objective 3 High Priority

Student Engagement & Recognition

During the 2026-2027 school year, BHS will increase opportunities for student connection, recognition, and participation through campus organizations, extracurricular activities, student recognition programs, and positive campus incentives.

Evaluation Data Source: Student participation data, Student of the Month/Senior Legacy recognition records, extracurricular participation, discipline data, student feedback

Strategy 1

Student Connection, Recognition & Participation

BHS will provide intentional opportunities to increase student connection and belonging through Student of the Month, Senior Legacy recognition, positive incentives, campus celebrations, clubs, organizations, athletics, fine arts, CTE, and other extracurricular and cocurricular opportunities.

Strategy's Expected Result/Impact: Increased student participation and connection to BHS, improved student behavior and attendance, and a positive campus culture where student achievement and involvement are recognized.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Coaches/ Sponsors, CIS Site Coordinator

Problem Statements: School Culture and Climate 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Student attendance continues to be an area of need and negatively impacts student learning, credit attainment, and overall academic success.	Students and families do not always understand the impact of absences on academic progress and credit attainment, and some students face outside responsibilities that contribute to inconsistent attendance.
2 Continued efforts are needed to increase student connection and engagement with the campus.	Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.

Performance Objective 4

Family Engagement

During the 2026-2027 school year, BHS will provide consistent opportunities for families to receive information and engage with the campus through weekly communication, Curriculum Night, Destination BHS, CCMR events, counselor outreach, conferences, and other campus events.

Evaluation Data Source: Parent communication records, newsletter distribution, event participation, parent conferences, family engagement documentation

Strategy 1

Consistent Family Communication & Engagement

BHS will provide consistent, accessible communication and multiple opportunities for families to engage with the campus through weekly parent/student newsletters, Curriculum Night, Destination BHS, CCMR informational events, Coffee with the Counselors, parent conferences,

campus events, and English/Spanish communication and interpretation when appropriate.

Strategy's Expected Result/Impact: Increased family awareness of academic expectations, attendance requirements, graduation and CCMR opportunities, student programs, and campus resources, resulting in stronger school-family partnerships and increased family engagement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, CCMR Coordinator, CIS Site Coordinator

Problem Statements: School Culture and Climate 1, 2

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Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Student attendance continues to be an area of need and negatively impacts student learning, credit attainment, and overall academic success.	Students and families do not always understand the impact of absences on academic progress and credit attainment, and some students face outside responsibilities that contribute to inconsistent attendance.
2	Continued efforts are needed to increase student connection and engagement with the campus.	Students who are less connected to school activities, trusted adults, or campus programs may be less likely to consistently attend, participate, and engage in the school community.



Title I Summary

Title I