

Bridgeport Independent School District



Bridgeport Middle School

Accountability Rating: C

Distinction Designation:

Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Mission Statement

BMS exists to empower all students to be resilient, productive leaders and lifelong learners.

Vision

The BMS vision is to LIGHT the way for the future:

We are committed to

Leadership, Integrity and Goal-Oriented Hard Work, so that everyone **Thrives**, preparing every student for life beyond the classroom.

We create inclusive, innovative learning environments and build strong partnerships with families and the community that reflect our core values and empower students to succeed.

Value Statement

BMS Collective Commitments

- **Learn and Grow:** Keep learning at the center of everything.
- **Everyone Can Succeed:** High expectations + support for all.
- **Work Together:** Teachers and students help each other.
- **Extra Help:** Small groups and one-on-one support when needed.
- **Safe & Respectful:** Treat everyone kindly and make school safe.
- **Strong Learning:** Lessons are clear, organized, and challenging.
- **Family & Community:** We work with families to help students succeed.
- **Keep Improving:** Celebrate wins and always try to get better.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	8
Data Documentation for CNA	10
Improvement Planning Data	11
Accountability Data	11
Student Data: Assessments	11
Student Data: Student Groups	12
Student Data: Behavior and Other Indicators	12
Employee Data	13
Parent/Community Data	13
Support Systems and Other Data	14
Goals	15
Goal 1 : Focus on Academics: Strengthen instruction, learning environments, and o...	16
Goal 2 : Focus on Safety: Ensure a safe and civil environment that is responsive to ...	17
Goal 3 : Focus on Staff: Recruit, grow, and retain exceptional educators through su...	18
Goal 4 : Focus on Finance: Ensure fiscal efficiency, maximize funding, and engage ...	19



Comprehensive Needs Assessment

Demographics

Summary

Student Information	Membership	Enrollment
	Campus	Campus
	Count	Count
Total Students	485	485
Students by Grade		
Grade 6	148	148
Grade 7	169	169
Grade 8	168	168
Ethnic Distribution		
African American	3	3
Hispanic	257	257
White	199	199
American Indian	2	2
Asian	2	2
Pacific Islander	0	0
Two or More Races	22	22
Sex		
Female	222	222
Male	263	263
Other Student Cohorts		
Economically Disadvantaged	311	311
Non-Educationally Disadvantaged	174	174
Section 504 Students	54	54
EB Students/EL	130	130
Students w/ Disciplinary Placements (2024-25)	22	
Students w/ Dyslexia	54	54
Foster Care	1	1
Homeless	12	12
Immigrant	12	12
Migrant	0	0
Title I	485	485
Military Connected	21	21
At-Risk	335	335
Students by Instructional Program		
Bilingual/ESL Education	106	106
Career and Technical Education	-	-

	Membership	Enrollment
Career and Technical Education (9-12 grades only)	-	-
Gifted and Talented Education	32	32
Special Education	97	97
Students with Disabilities by Type of Primary Disability		
Total Students with Disabilities	97	
Students with Intellectual Disabilities	71	
Students with Physical Disabilities	5	
Students with Autism	10	
Students with Behavioral Disabilities	11	
Students with Non-Categorical Early Childhood	0	
Mobility (2024-25)		
Total Mobile Students	54	
African American	1	
Hispanic	15	
White	36	
American Indian	0	
Asian	0	
Pacific Islander	0	
Two or More Races	2	
Special Ed Students who are Mobile	13	
Count and Percent of EB Students/EL who are Mobile	4	
Count and Percent of Econ Dis Students who are Mobile	44	
Student Attrition (2024-25)		
Total Student Attrition	33	

Student Learning

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		71	C	0%
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		79	C	70%
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 64.1%)		72	C	
Closing the Gaps	52	77	C	30%

School Processes & Programs

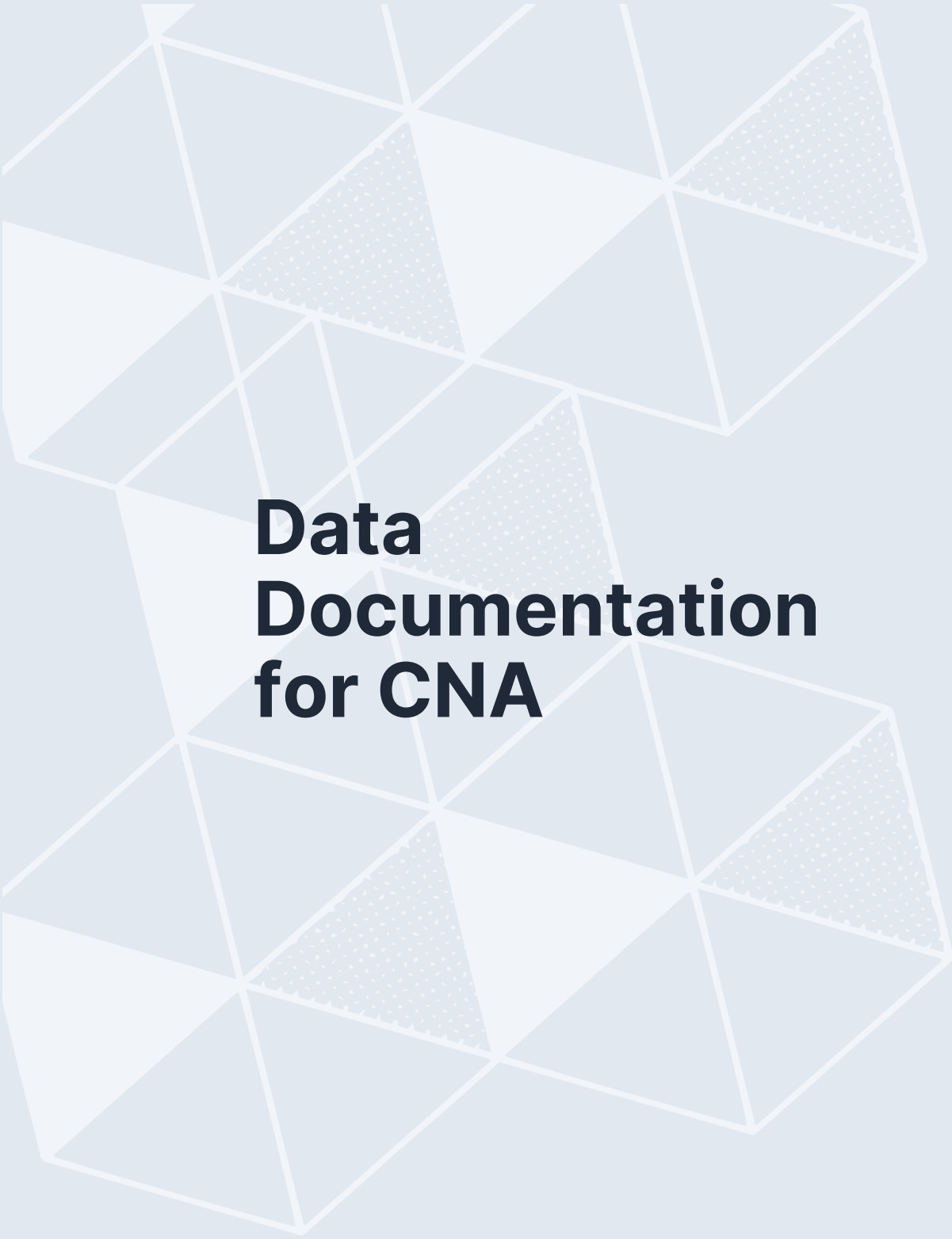
Summary

Bridgeport Middle 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.

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. BMS 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.

Extracurricular opportunities are available through athletics, fine arts, and campus clubs/groups.



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
- ☒ 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
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ 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 (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ 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
- ☒ Support structures: mentors
- ☒ 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

Bridgeport Middle School, will revise and adjust the guaranteed and viable curriculum in 6-8 core content areas, ensuring alignment to the TEKS, by May 2026.

Evaluation Data Source: Eduphoria Curriculum Documents

Performance Objective 2 High Priority

Bridgeport Middle School will support teachers in delivering strong Tier I instruction in grades 6-8 and use data to monitor, analyze, and adjust instruction to meet the needs of students.

Evaluation Data Source: Data Digs, Collaborative Team Meetings, Agendas, Datawalks, Instructional Coaching Cycles

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

Performance Objective 1

Bridgeport Middle School will create a system that allows the campus to pass the 2025-2026 safety audit.

Evaluation Data Source: TEA Audit

Performance Objective 2

Bridgeport Middle School will continue an effective student management framework to emphasize Positive Behavior Interventions and Supports (PBIS).

Evaluation Data Source: Student surveys

Staff surveys

Be the LIGHT staff members & students

Campus discipline report

Goal 3

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

Performance Objective 1

Bridgeport Middle School will focus on developing meaningful relationships within the staff to equal or lower the attrition rate during the 2025-2026 school year.

Evaluation Data Source: District mentor program

Performance Objective 2

Bridgeport Middle School will recruit and retain fully certified educators in all academic areas.

Evaluation Data Source: Percentage of attrition compared to percentage of fully certified new hires.

Goal 4

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

Performance Objective 1

Build and efficiently manage campus financial resources to support instructional goals and operational needs.

Evaluation Data Source: Campus budget reports and expenditure summaries