

Bridgeport Independent School District



Bridgeport Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

BISD beliefs:

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary: Data collected from NWEA MAP Data, Attendance Records

Strengths:

- Teachers were provided with professional development on new resources in ELAR, SLAR, Math, and Science
- The campus was staffed with a reading, math, and ESL interventionist
- Student Attendance

Needs:

- MTSS meetings need to be more data driven
- Math workshop training
- Our PLC need more guidance and support

1. Emergent Bilingual

a. Achievement -

i. Kindergarten

1. Reading: According to the NWEA MAP assessment, 83% improved from Fall to Spring.
2. Math: According to the NWEA MAP assessment, 96% improved from Fall to Spring.

ii. 1st Grade

1. Reading: According to the NWEA MAP assessment, 81% improved from Fall to Spring.
2. Math: According to the NWEA MAP assessment, 93% improved from Fall to Spring.

iii. 2nd Grade

1. Reading: According to the NWEA MAP Spring assessment, 34% of students were in the 61st percentile or higher.
2. Math: According to the NWEA MAP assessment, 91% improved from Fall to Spring.

2. Hispanic

a. Achievement -

i. Kindergarten

1. Reading: According to the EOY DRA checkpoint, 0% of students in bilingual instruction are considered far below grade level.
2. Math: According to the NWEA MAP assessment, 95% improved from Fall to Spring.

ii. 1st Grade

1. Reading: According to the EOY DRA checkpoint, 16% of students in bilingual instruction are considered far below grade level.
2. Math: According to the NWEA MAP assessment, 86% improved from Fall to Spring.

iii. 2nd Grade

1. Reading: According to the NWEA MAP assessment, 34% averaged the 61st percentile or higher.
2. Math: According to the NWEA MAP assessment, 90% improved from Fall to Spring.

3. White

a. Achievement -

i. Kindergarten

1. Reading: According to the EOY DRA checkpoint, 0% of kindergarten students in bilingual instruction are considered far below grade level
2. Math: Students averaged being in the 54th percentile on the EOY NWEA MAP assessment.

ii. 1st Grade

1. Reading: 82% of students were considered at approaching grade level expectations or higher according to the DRA EOY checkpoint.
2. Math: The grade level averaged a growth of 1 percentile from the MOY to the EOY according to the NWEA MAP assessment.

iii. 2nd Grade

1. Reading: 78% of students were considered at approaching grade level expectations or higher according to the DRA EOY checkpoint.
2. Math: At each Spring semester checkpoint, the average number of students passing each unit assessment improved (at 6 checkpoints, from 55% at checkpoint 1 to 94% at checkpoint 6).

Attendance:

- Hispanic- 95%
- American Indian- 97%
- Asian- 95%
- Native Hawaiian- 98%
- White- 94%
- 2 Or More Races- 94%
- At Risk- 95%
- EB- 95%
- Special Education- 94%
- 504- 94%

Strengths

Demographics Summary: Data collected from NWEA MAP Data, Attendance Records

Strengths:

- Teachers were provided with professional development on new resources in ELAR, SLAR, Math, and Science
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- Student Attendance

Student Learning

Summary

Student Achievement Summary: Data obtained from MAP testing, DRA, Pre-k data, CBA for 2nd grade, Student achievement survey

Strengths

Reading:

- Content teachers are aligned horizontally with instruction, pacing, and resources.
- We do not routinely use assessments and data to drive TIER 1, 2, and 3 instructional decisions.
- Interventions are often not targeted, supported with data, and tracked with appropriate assessments.
- Equitable learning opportunities and experiences are provided for most students.
- Pre-K: 80% of PreK students mastered essential alphabet standards: naming upper and lower case letters, and recognizing and making letter sounds.
- Kindergarten:
 - Improvement in the students above 80 percentile in MAP data from beginning of the year to end of year from 13% to 16%
- First grade:
 - Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 6% to 8%
 - Spanish MAP: The amount of students below the 41st percentile decreased from 57% to 37%.
- Second grade:
 - Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 7% to 10%
 - Improved of students in the 41st percentile-100th percentile from 37% to 46%
 - MAP median percentile moved from 33rd percentile to 34th percentile
 - "White" students had 76% pass rate on Spring Reading CBA
 - Spanish MAP: The amount of students below the 41st percentile decreased from 63% to 51%.

Math:

- Content teachers are aligned horizontally with instruction, pacing, and resources.
- Interventions are often not targeted, supported with data, and tracked with appropriate assessments.
- Equitable learning opportunities and experiences are provided for most students.
- Pre-K - 76% of students mastered essential standards over counting, identifying, and recognizing numbers.
- Kinder - Improvement in the students above 80 percentile MAP data from beginning of the year to end of the year from 19% to 21%
- First - On MAP assessment, the Median Percentile moved from 39th percentile to 40th percentile from beginning to end of year
- Second - On CBA data, all sub groups have similar data and have access to similar instruction. CBA data went up with each assessment given.

Identifying Student Achievement Needs:

Reading:

- Kindergarten:
 - MAP: The percentage of students who are below the 41st percentile rose on the Spring assessment from 16% to 37%.
- First grade:
 - Spring Map: 64% of students fall below the 41st percentile.
- Second grade:
 - On Spring Reading CBA, there was only 52% passing rate of ELA SPED students.
 - On Spring Reading CBA, there was only 50% passing rate of SLA SPED students.
 - On Spring Reading CBA, there is a 15 point difference between English students and Spanish speaking students that meets grade level.
 - Spring MAP: 54% of students fall below the 41st percentile.

Math:

- Pre-K:
 - The essential standard of counting up to 10 is not consistent between all classes
- Kindergarten:
 - MAP: from the beginning to the end of the year assessment, Kinder went from 74% of students being in the 41st-100th percentile down to 63% of students.
- First grade:
 - MAP: from the beginning to the end of the year assessment, First grade stayed at the same percentage of 48% of students being in the 41st-100th percentile and did not show growth.
- Second grade:
 - MAP: from the beginning to the end of the year assessment, second went from 38% of students being in the 41st-100th percentile down to 36% of students.

Student Achievement Needs and Refinement Areas:

Reading:

- Kindergarten:
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School Processes & Programs

Summary

Processes & Programs

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

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

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

Strengths:

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

Areas of Refinement:

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

Strengths

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- routine data walks in grade level classrooms
- mentors teachers regularly meet with mentees and document their work
- 1:1 ratio of computer devices for all students

Perceptions

Summary

Perceptions

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

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

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

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

Strengths

- PTO monthly meetings
- Campus event nights held a minimum a twice per year
- Coffee with the counselor parent meetings
- Biweekly student lunches with parents
- Parent communication via ParentSquare, classroom and parent newsletters, classroom folders



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

BES will continue to work with C&I to develop and execute a guaranteed and viable curriculum.

Evaluation Data Source: Eduphoria curriculum documents, NWEA MAP data, data walks, feedback from team working under the PLC umbrella

Strategy 1

PreK-2 campus curriculum writing teams in all core subject areas will meet at designated times in the fall, spring, and summer to continue developing, revising, and/or improving our curriculum.

Strategy's Expected Result/Impact: Curriculum equity for all students.

Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.

Formative Reviews

November

January

March

June

Strategy 2

Implement a new reading curriculum resource to execute our guaranteed and viable curriculum.

Strategy's Expected Result/Impact: Equital instruction and learning opportunities for all students at BES.

Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.

Formative Reviews

November

January

March

June

Strategy 3

Provide MTTs professional development to help implement and progress monitor tier 2 and tier 3 interventions for academics and behavior.

Strategy's Expected Result/Impact: Effective tier 2 and tier 3 interventions will be implemented and progress monitored to help improve student success and achievement or identify additional interventions needed.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

Administer a universal screener to all kindergarten and second grade students in order to increase the number of students identified for GT services.

Evaluation Data Source: GT PEIMS Data

Strategy 1

Administer CogAT to all second grade students
Administer NNAT3 to all kindergarten students

Strategy's Expected Result/Impact: Increase the amount of students receiving GT services

Staff Responsible for Monitoring: Advanced Academics Coordinator

TEA Priorities: Improve low-performing schools

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Create and monitor achievement of campus and grade level SMART goals.

Evaluation Data Source: NWEA MAP data, CFAs, reading benchmark assessments, units assessments, CBAs, all state required pre-k and kindergarten assessments, team-led data digs

Strategy 1

Create data dig process to be used by grade level teams and departments.

Strategy's Expected Result/Impact: Tracking and progress monitoring of meeting goal expectations; targeted interventions and enrichment for students who are not meeting or are excelling; effective MTTs system and process for identify and providing targeted enrichments and progress monitoring

Staff Responsible for Monitoring: teachers, ICs, interventionists, administration

Formative Reviews

November

January

March

June

Goal 2

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

Performance Objective 1

BES will provide multiple family engagement opportunities.

Evaluation Data Source: Calendar, surveys, agendas, and sign in sheets from family engagement opportunities

Performance Objective 2

BES will host a monthly "Coffee with the Counselor" event to address social and emotional needs of families and students.

Performance Objective 3

Provide a safe and positive learning environment for all students.

Evaluation Data Source: log of emergency drills, discipline tracker data, collection and documentation of positive office referral, effectiveness of MTSS process for behavior concerns, evidence of CHAMPS collected on walkthrough data

Strategy 1

Have efficient and timely emergency drills.

Strategy's Expected Result/Impact: log of emergency drills tracked across the 2023-24 school year; timely feedback to staff immediately following each drill

Staff Responsible for Monitoring: administration

Formative Reviews

November

January

March

June

Strategy 2

Train staff on CHAMPS expectations and implement across the building in all common areas.

Strategy's Expected Result/Impact: being proactive with behavior in all common areas; consistent expectations in all common areas

Staff Responsible for Monitoring: all campus staff

Formative Reviews

November **January** **March** **June**

Strategy 3

Implement a school wide PBIS system.

Strategy's Expected Result/Impact: bull buck store to reward positive behavior, positive office referral to recognize students meeting expectations

Staff Responsible for Monitoring: all campus teachers, administration

Formative Reviews

November **January** **March** **June**

Goal 3

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

Performance Objective 1

Provide ongoing, job-embedded professional development opportunities for staff on new content curriculum resources and intervention instruction to positively impact student success and achievement.

Strategy 1

Provide job-embedded PD surrounding our reading curriculum resources across 6 days over the 2023-2024 school year.

Strategy's Expected Result/Impact: Equital reading instruction and learning opportunities for all students at BES.

Staff Responsible for Monitoring: Campus administration, campus ICs, and curriculum coordinators.

Formative Reviews

November

January

March

June

Goal 4

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



Title I Summary

Title I