

Bridgeport Independent School District



2026-2027 District 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

Bridgeport ISD is located in Wise County, Texas, and serves 2035 students on four campuses. The district encompasses the cities of Bridgeport, Lake Bridgeport, Runaway Bay, and the unincorporated areas of western Wise County. BISD is expected to grow by 800 students by 2032.

Grade Level	2020-21	2021-22	2022-23	2023-2024	2024-2025	2025-2026
Total Students	2,052	2,038	2,058	2,116	2,128	2,177
Pre-Kinder / EE	86	98	92	107	96	94
Kindergarten	160	133	126	131	146	140
Grade 1	125	161	141	142	138	153
Grade 2	142	127	163	145	134	143
Grade 3	141	146	139	165	145	140
Grade 4	133	145	153	142	165	146
Grade 5	147	141	154	162	148	168
Grade 6	153	146	143	160	159	162
Grade 7	167	146	158	147	168	184
Grade 8	180	165	154	159	151	173
Grade 9	161	199	169	181	173	168
Grade 10	153	159	193	166	172	176
Grade 11	148	132	152	165	155	172
Grade 12	155	140	119	141	174	158

Race/Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
African American	0.50%	0.59%	0.30%	0.20%	0.70%	0.70%
Hispanic	52.00%	51.87%	52.70%	52.80%	53.40%	56.50%
White	44.90%	44.01%	42.90%	42.60%	41.60%	38.40%
American Indian	0.40%	0.29%	0.30%	0.20%	0.20%	0.20%
Asian	0.10%	0.25%	0.40%	0.50%	0.50%	0.50%
Pacific Islander	0.00%	0.05%	0.10%	0.10%	0.10%	0.10%
Two or More	2.10%	2.80%	3.30%	3.40%	3.40%	3.70%

63% of BISD students are economically disadvantaged and 50.5% are considered at risk. 12.1% (2024-2025) of students are mobile. 0.6% of BISD students are in foster care. 4.3% experienced homelessness sometime during the 2025-2026 school year. 4.3% of students are military-connected. 18.3% of BISD students receive special education services, 10.8% are eligible for

Section 504, and 8.9% are students with dyslexia. 28.8% of BISD students are Emergent Bilingual/English Learners and participate in a Bilingual/ESL education program. 5.3% of students are identified as Gifted and Talented.

BISD employs 179 total professional staff, 141.6 teachers, 9.8 campus administrators, 43 instructional aides, and 73.4 auxiliary staff. BISD teachers have an average of 10.2 years of experience and 5.2 years of experience in BISD. Approximately 10.3 of teachers are beginning teachers; 34.3% of teachers have 1-5 years experience, 16.3% have 6-10 years experience, 25.5% have 11-20 years experience, 9.2% of teachers have 21-30 years experience, and 4.4% have more than 30 years experience.

Bridgeport ISD serves as the fiscal agent for Wise County Shared Services. Wise County Shared Service was created by the Independent School Districts in Wise County to consolidate diagnostic and support services for students with specialized instructional needs. The organization was created over 20 years ago and six of the original seven districts continue to work together to provide services for the students with Special Needs of Wise County.

Student Learning

Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
BRIDGEPORT ISD (249903) - WISE COUNTY

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	74	C	
Student Achievement	70	C	0%
School Progress	75	C	70%
Academic Growth	75	C	
Relative Performance (Eco Dis: 63.1%)	71	C	
Closing the Gaps	72	C	30%

District Processes & Programs

Summary

Bridgeport ISD empowers learners to embody independence, value relationships, and achieve excellence as thriving members of a dynamic global community. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning. BISD's standards-based curriculum includes the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education.

Lesson Internalization through Professional Learning Communities (PLCs)

Lesson internalization is the process by which educators move beyond lesson design to develop a deep understanding of the standards, outcomes, and instructional intentions behind each unit of study. Within **Professional Learning Communities (PLCs)**, teachers collaboratively analyze standards, curriculum resources, and assessments to ensure clarity of learning targets and alignment with the district's Scope and Sequence and Pacing Guides.

Through the internalization process, teachers:

- Examine TEKS, ELPS, and local curriculum documents to understand the depth and rigor of standards.
- Anticipate student misconceptions and identify prerequisite skills to ensure readiness.
- Plan instructional strategies that align with the lesson's purpose and student needs.
- Develop checks for understanding, formative assessments, and feedback cycles.
- Determine supports for accelerated learning, re-teaching, and enrichment.
- Document accommodations, modifications, and extensions for students receiving special education or gifted services.

Campus principals determine the expectations for documentation of this process to ensure alignment with the district's guaranteed and viable curriculum.

Bridgeport ISD's 1:1 initiative provides every student K-12 with a Chromebook. With these tools, our students are actively engaged in interactive learning using 21st-century skills with their teachers and peers.

Every campus has time during the school day to ensure that additional educational assistance is provided to individual students who need help in meeting the state's standards. Most campuses refer to the extended instructional time as WIN (What I Need) time. At Bridgeport Middle School, it is called TORO Time. BMS has a class time built into each day designed to assist students in navigating a successful academic pathway. This class time is embedded in the school day to provide intervention, enrichment, and social-emotional instruction. The purpose of this support period is to provide students with time to access necessary resources within the school day. With the teacher's permission, a student can request to attend tutoring, retesting, or other types of intervention during this class period. Attendance is taken during this support period as with each period of the day.

BISD partners with Communities in Schools North Texas (CISNT) to positively impact student achievement. CISNT implements the research-based, evidence-proven Communities in Schools (CIS) model of Integrated Student Support at high-need school campuses in North Texas, providing tiered support to address individual student, group, and schoolwide needs. CISNT brings together a powerful network of partners, including businesses, community volunteers, social service agencies, and educators to empower students with the tools to stay in school and on track for graduation.

Perceptions

Summary

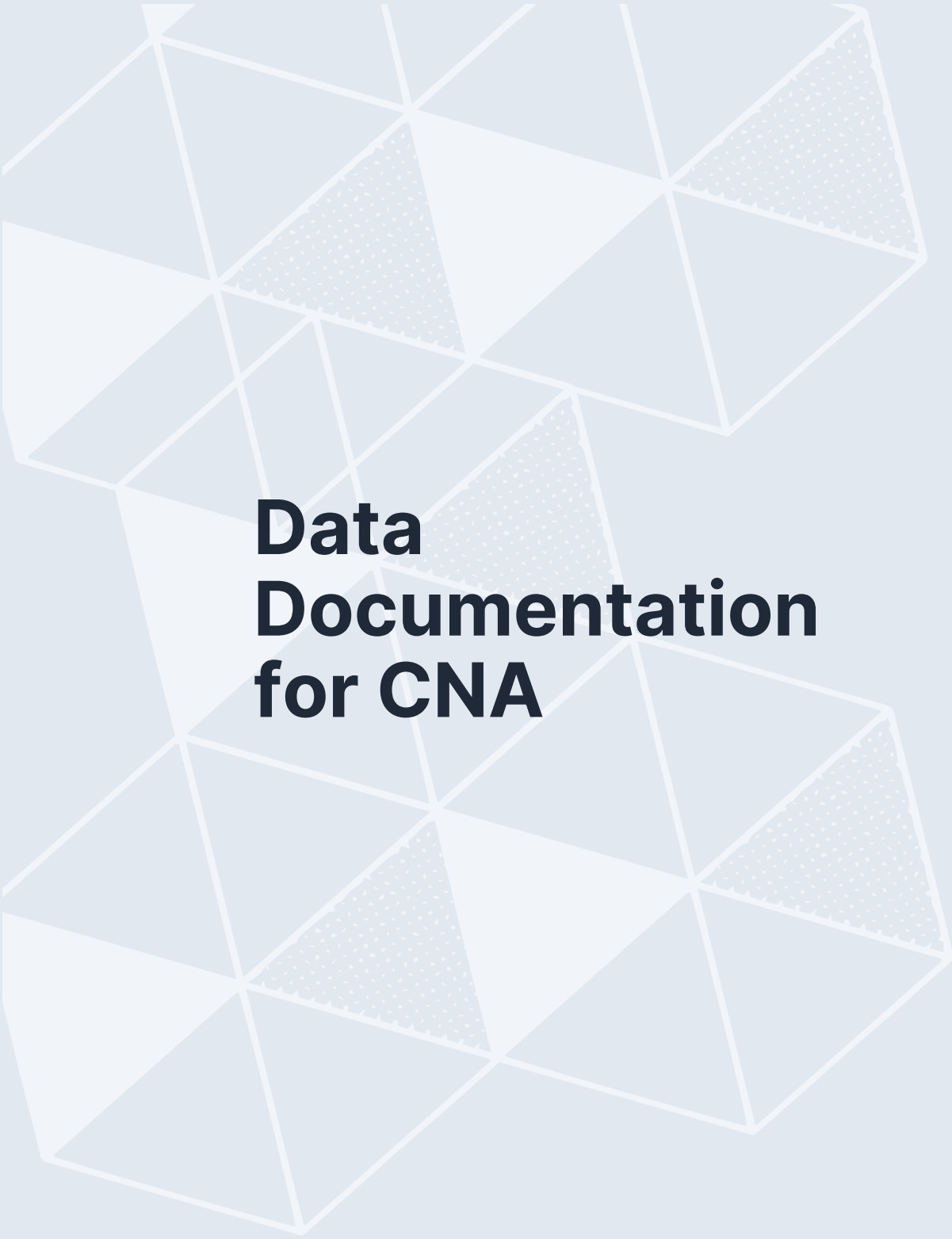
One of Bridgeport ISD's core beliefs is that effective communication and collaboration build trust among all stakeholders. As we aim to consistently provide ongoing, engaging communications with our students, families, staff, and the greater Bridgeport ISD community, we are always looking for ways our school district can improve. One such improvement we made was an update to our website. As one of our primary communication sources, we want our website to meet stakeholders' needs and serve as an effective resource for prospective students, families, and staff. To ensure that we made changes to meet their needs, we asked stakeholders to provide input (via a survey) on how we can improve the Bridgeport ISD website. In addition to the website, BISD shares information with stakeholders through a variety of social platforms, including Parent Square. The Bridgeport ISD Bulletin is a monthly newsletter for Bridgeport ISD families and staff. The goal of this newsletter is to share important updates from the district, news, and accomplishments from our staff and students, and promote upcoming events. Parent Square, a communication platform with automatic translation into 100+ languages to make it easy to reach students and families where they are—and for them to engage. Parents can view grades and classroom performance by utilizing the Parent Portal.

In the Fall of 2024, Bridgeport ISD engaged in the Strategic Planning process. Bridgeport ISD conducted a community engagement survey, seeking input from all families, staff, students and community members about their experiences in Bridgeport ISD. Nearly 500 responses were submitted and served as a springboard for the creation of Bridgeport ISD's first strategic plan. A Strategic Planning Committee met throughout the fall of 2024 to develop the district's Strategic Plan, which was approved by the School Board on Jan. 13. This plan is for 2025-2030 and outlines goals and work for the future of Bridgeport ISD regarding academics, staffing, finances and facilities. Community Survey Key Findings: Another BISD core belief is that education must be a shared partnership with the community.

In partnership with Communities in Schools North Texas (CISNT), BISD believes that all children need and deserve a one-to-one relationship with a caring adult. BISD actively seeks volunteers from the community to serve as Mentors, Reading Buddies, and Academic Coaches, and to provide support for special events, such as Career Night or Reading Night.

The Bridgeport Education Foundation was created to support the educational programs for both the students and staff of the Bridgeport Independent School District. The Bridgeport Education Foundation awards scholarships to graduating seniors who wish to further their education by attending a college or trade school upon graduation (more than \$261,000 in student scholarships since 2001). Additionally, the Bridgeport Education Foundation has granted more than \$364,000 to innovative Bridgeport ISD educators who wish to make a difference in the lives of their students.

The BISD Gold Club engages senior community members in the school district in a variety of ways. The Gold Club provides opportunities for citizens to meet and socialize with friends and neighbors who support BISD. Gold Club membership is free of charge for qualifying residents. Members are invited to meetings and activities, including field trips to campuses and special facilities, free admission to home athletic and fine arts events, and Q&A opportunities with school district leaders.



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 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ 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
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability 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

- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

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
- ☒ 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

- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services 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

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
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data

- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



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

Bridgeport ISD will ensure equitable access to high-quality academic experiences by refining the district's Professional Learning Community (PLC) framework to strengthen collaboration, align instruction with student needs, and enhance teacher and leader capacity.

Evaluation Data Source: PLC Agenda, Internalization Process, Data Dig Process, Collaborative team agendas, and Data Walks

Strategy 1

Provide district wide training in PLC throughout the year.

Strategy's Expected Result/Impact: Collaborative team planning agendas and planning.

Staff Responsible for Monitoring: Curriculum and Instruction team, Campus Administration

Formative Reviews

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Strategy 2

PLC teams will utilize content and grade-level time to align instructional expectations, identify essential standards, and collaboratively plan assessments and feedback cycles, with an emphasis on monitoring student progress and ensuring instructional consistency across the district.

Strategy's Expected Result/Impact: Increased alignment across classrooms and campuses, consistent implementation of guaranteed and viable curriculum, essential standards, and measurable student growth demonstrated through common assessments, MAP, and STAAR results.

Staff Responsible for Monitoring: Teachers, Administration, and Curriculum & Instruction

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Performance Objective 2 High Priority

Bridgeport Independent School District will continue to refine a guaranteed and viable curriculum, through Bluebonnet Learning implementation as well as curriculum written by teachers in core content areas in grades PreK-12 aligned to the TEKS by throughout 2026-2027 school year.

Evaluation Data Source: Eduphoria Curriculum Documents, Bluebonnet Learning Internalization Documents

Strategy 1

Facilitate curriculum, instruction, and assessment discussions with campus leaders and C&I team monthly.

Strategy's Expected Result/Impact: Build systems and facilitate curriculum writing throughout the year

Staff Responsible for Monitoring: Curriculum and Instruction

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Strategy 2

Collaborate with teachers in curriculum writing teams to write and review pacing guides as needed and map out an instructional pathway.

Strategy's Expected Result/Impact: Unit Overviews, Pacing Guides, and Instructional Pathway provided in Forethought to help guide teachers.

Staff Responsible for Monitoring: Administration, Curriculum and Instruction Team

Formative Reviews

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Strategy 3

Continue professional learning and support for K-5 grade teachers in the implementation of Reading and Writing Workshop to increase student literacy performance.

Strategy's Expected Result/Impact: Increase performance in literacy at the elementary level

Staff Responsible for Monitoring: Curriculum and Instruction and Administration

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Strategy 4

Provide professional learning experiences that increase collaboration and participation of special program and general education teachers, promote educator effectiveness, enhance knowledge of curriculum, and model student-centered best practices in teaching and learning.

Strategy's Expected Result/Impact: Improve Tier I instruction.

Staff Responsible for Monitoring: Assistant Superintendent, Curriculum and Instruction team, and Wise County Shared Services

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Performance Objective 3 High Priority

Bridgeport Independent School District will support teachers in delivering strong Tier I instruction in grades PreK-12 and use data to monitor, analyze, and adjust instruction to meet the needs of students.

Evaluation Data Source: Data Digs, Collaborative Team Meetings, Agendas

Strategy 1

By focusing on foundational skills, a research based instructional framework, and Tier 1 instruction, District Math MAP growth percentile will increase from 30th percentile to the 45th percentile by May 2026.

Strategy's Expected Result/Impact: Students will demonstrate stronger mastery of grade-level math standards, reflected in increased MAP growth scores, improved classroom performance, and a reduced percentage of students requiring Tier 2 and Tier 3 interventions.

Staff Responsible for Monitoring: Curriculum and Instruction Team, Campus Administrators, and Interventionists.

Formative Reviews

Strategy 2

By focusing on foundational skills, a research based instructional framework and Tier 1 instruction, District RLA MAP growth percentile will increase from 54th percentile to the 60th percentile by May 2026.

Strategy's Expected Result/Impact: Students will show stronger mastery of grade-level reading standards, reflected in higher MAP growth scores, improved comprehension and vocabulary, and a reduced percentage of students requiring Tier 2 and Tier 3 interventions.

Staff Responsible for Monitoring: Curriculum & Instruction Department, Campus Administrators, and Reading Interventionists.

Formative Reviews

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Performance Objective 4 High Priority

Bridgeport Independent School District will increase the percentage of students performing at the Meets Grade Level standard in all tested content areas from 41% on the 2026 STAAR/EOC assessments to 46% by June 2027.

Evaluation Data Source: Summative STAAR 2027 Results

Strategy 1

The district will strengthen Tier 1 instruction by aligning curriculum, implementing PLC-driven planning and data analysis, and providing targeted professional learning in RLA and Math.

Strategy's Expected Result/Impact: Teachers will use common assessments, MAP data, and STAAR item analysis to identify learning gaps, adjust instruction, and deliver interventions and enrichment to ensure more students reach the Meets Grade Level standard.

Staff Responsible for Monitoring: Curriculum & Instruction Leadership Team and Assistant Superintendent

Formative Reviews

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Strategy 2

Coordinators and campus administrators will work with each grade level to utilize identified

essential standards to support student mastery of the TEKS measured through weekly data walks.

Strategy's Expected Result/Impact: Increase in STAAR/EOC scores

Staff Responsible for Monitoring: Curriculum & Instruction Leadership Team and Campus Principals

Formative Reviews

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Performance Objective 5

Bridgeport Independent School District will increase the amount of identified Gifted and Talented students so that the number continues to exceed 6% of the district student population.

Evaluation Data Source: GT PEIMS Data

Strategy 1

Administer CogAT to all second grade adn fourth grade students and administer NNAT3 to all kindergarten students to identify GT students.

Strategy's Expected Result/Impact: Increase the amount of identified GT students being served at Bridgeport ISD.

Staff Responsible for Monitoring: Director of C&I and Advanced Academics Coordinator

Formative Reviews

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Goal 2

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

Performance Objective 1 High Priority

Bridgeport Independent School District will create a system that allows the district to pass all 2026-2027 safety audits.

Evaluation Data Source: TEA Audit

Strategy 1

Utilize school resource officers to conduct safety reviews, update safety plan, and train all staff on safety and security measures.

Strategy's Expected Result/Impact: Students and staff are prepared for emergency situations. Use staff and student surveys to measure evidence of impact.

Staff Responsible for Monitoring: Campus Administration, Director of Safety and Security

Formative Reviews

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Strategy 2

Build capacity within campus administrative teams to share processes with staff to understand safety standards that we are measured by.

Strategy's Expected Result/Impact: Create a safe school atmosphere where all staff members report deficiencies and challenge unknown persons.

Staff Responsible for Monitoring: Campus Administration, Director of Safety and Security

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Performance Objective 2

Bridgeport Independent School District's average attendance rate for students will increase by a minimum of 1% by the end of the 2026-2027 school year.

Strategy 1

Administrators will monitor attendance every week through the Ascender program and schedule meetings with students who have chronic absentee problems.

Strategy's Expected Result/Impact: Administrators, parents and students will create a team approach to increase individual attendance.

Staff Responsible for Monitoring: Principals and Assistant Principals

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Strategy 2

Weekly letters will be distributed to all families of students who have chronic absence problems through the parent square application.

Strategy's Expected Result/Impact: Families will be aware prior to any legally required meetings and truancy processes being implemented.

Staff Responsible for Monitoring: Principals and Assistant Principals

Formative Reviews

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Strategy 3

BISD will explore alternative incentives to improve attendance rates.

Strategy's Expected Result/Impact: Increased attendance through incentive programs.

Staff Responsible for Monitoring: Campus Leadership Teams

Formative Reviews

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Performance Objective 3

Bridgeport Independent School District's effective student management framework will be developed to emphasize Positive Behavior Interventions and Support (PBIS) in order to align behavior to have less than 5% differences from all sub group populations.

Evaluation Data Source: Campus and District discipline reports

Strategy 1

Adopt, implement and align a PBIS program for campuses which includes positive character traits.

Strategy's Expected Result/Impact: Provide students with monthly lessons that address the different character traits of Bridgeport students.

Staff Responsible for Monitoring: Counselors and teachers

Formative Reviews

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Strategy 2

Provide presentations, staff development and resources to campuses, district, and community to improve parent/child communication, student support through individual/small group counseling and more effectively address identified student safety areas impacting students.

Strategy's Expected Result/Impact: Bring awareness and reduce incidence through counseling lessons and interventions.

Staff Responsible for Monitoring: Assistant Superintendent, Counselors, Principals, Assistant Principals

Formative Reviews

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Strategy 3

Implement conflict resolution programs on campus.

Strategy's Expected Result/Impact: Decreased discipline referrals as recorded and provide students opportunities to work on conflict resolutions.

Staff Responsible for Monitoring: Principals, Assistant Principals, and Counselors

Formative Reviews

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Strategy 4

Track discipline data quarterly to analyze discipline events and removal actions.

Strategy's Expected Result/Impact: Decrease in discrepancies in reporting codes/removal actions and track identified areas to provide training for students.

Staff Responsible for Monitoring: PEIMS Staff, Principals, and Assistant Principals

Formative Reviews

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Performance Objective 4

Bridgeport ISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source: Increased parent attendance at school events; increased participation in decision-making; improved student outcomes.

Strategy 1

Identify strategies to lower barriers to participation by parents in campus and district decision-making. Provide parents and families with multiple avenues to give feedback: surveys and evaluations, communication with the principals, attendance at school activities and parent meetings.

Strategy's Expected Result/Impact: Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning to inform decision making.

Staff Responsible for Monitoring: BISD Administration

Formative Reviews

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Strategy 2

Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.

Strategy's Expected Result/Impact: Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.

Staff Responsible for Monitoring: BISD Administration

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Strategy 3

Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs

Strategy's Expected Result/Impact: Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.

Staff Responsible for Monitoring: Campus Principals, Campus Counselors, and Communities in Schools staff

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Strategy 4

Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings outside of school hours.

Strategy's Expected Result/Impact: School-Parent compacts and Parental Involvement Programs will be reviewed annually with the input of parents.

Staff Responsible for Monitoring: Campus Principals, Campus Counselors

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Goal 3

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

Performance Objective 1

Bridgeport Independent School District 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. Percentage of uncertified teachers who become certified between 8/1/26 and 5/22/27.

Strategy 1

To support the overall well-being of employees, BISD will implement a comprehensive wellness program focused on promoting mental and physical health.

Strategy's Expected Result/Impact: Encourage healthy habits, reduce stress, and foster a positive work-life balance.

Staff Responsible for Monitoring: Abby Crawford

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Strategy 2

Attend college and regional job fairs to recruit teachers who fit the needs of Bridgeport ISD.

Strategy's Expected Result/Impact: More certified applicants

Staff Responsible for Monitoring: Abby Crawford

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Performance Objective 2

Bridgeport Independent School District will focus on developing meaningful relationships within the staff to equal or lower the attrition rate during the 2026-2027 school year.

Strategy 1

Give staff members the opportunity to appreciate another staff member through the Bull Horn section of the internal newsletter.

Strategy's Expected Result/Impact: Bring awareness to the number of positive interactions. happening on campuses, therefore, raising the level of support.

Staff Responsible for Monitoring: Abby Crawford

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Strategy 2

Provide an opportunity for staff members through the Bull's Eye to let others know events important to them, acknowledging staff members' personal achievements.

Strategy's Expected Result/Impact: Raise the level of interaction with the staff through staff members providing personal achievements.

Staff Responsible for Monitoring: Abby Crawford

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

To support the overall well-being of employees, BISD will implement a comprehensive wellness program focused on promoting mental and physical health.

Strategy's Expected Result/Impact: Encourage healthy habits, reduce stress, and foster a positive work-life balance.

Staff Responsible for Monitoring: Abby Crawford

Formative Reviews

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Strategy 4

Attend college and regional job fairs to recruit teachers who fit the needs of Bridgeport ISD.

Strategy's Expected Result/Impact: More certified applicants

Staff Responsible for Monitoring: Abby Crawford

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Performance Objective 3

Bridgeport Independent School District will build relationships with community members who do not have children enrolled in the district, providing them an opportunity to learn the direction the district is headed and meet campus administration.

Evaluation Data Source: Attendance at the Gold Club
DEIC

Strategy 1

The Gold Club will meet four times this year to involve the citizens of Bridgeport and Runaway Bay at different school locations to meet administration and students attending the schools.

Strategy's Expected Result/Impact: Attendance at the events will increase, as will campus administration ability to gain community support.

Staff Responsible for Monitoring: Abby Crawford

Formative Reviews

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Strategy 2

Social media presence on Facebook and Twitter to advertise events and staff recognition with the community, measured by metrics provided by CESO.

Strategy's Expected Result/Impact: Raise number of interactions with social media, therefore raising number of community members at the advertised events.

Staff Responsible for Monitoring: Abby Crawford

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Goal 4

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

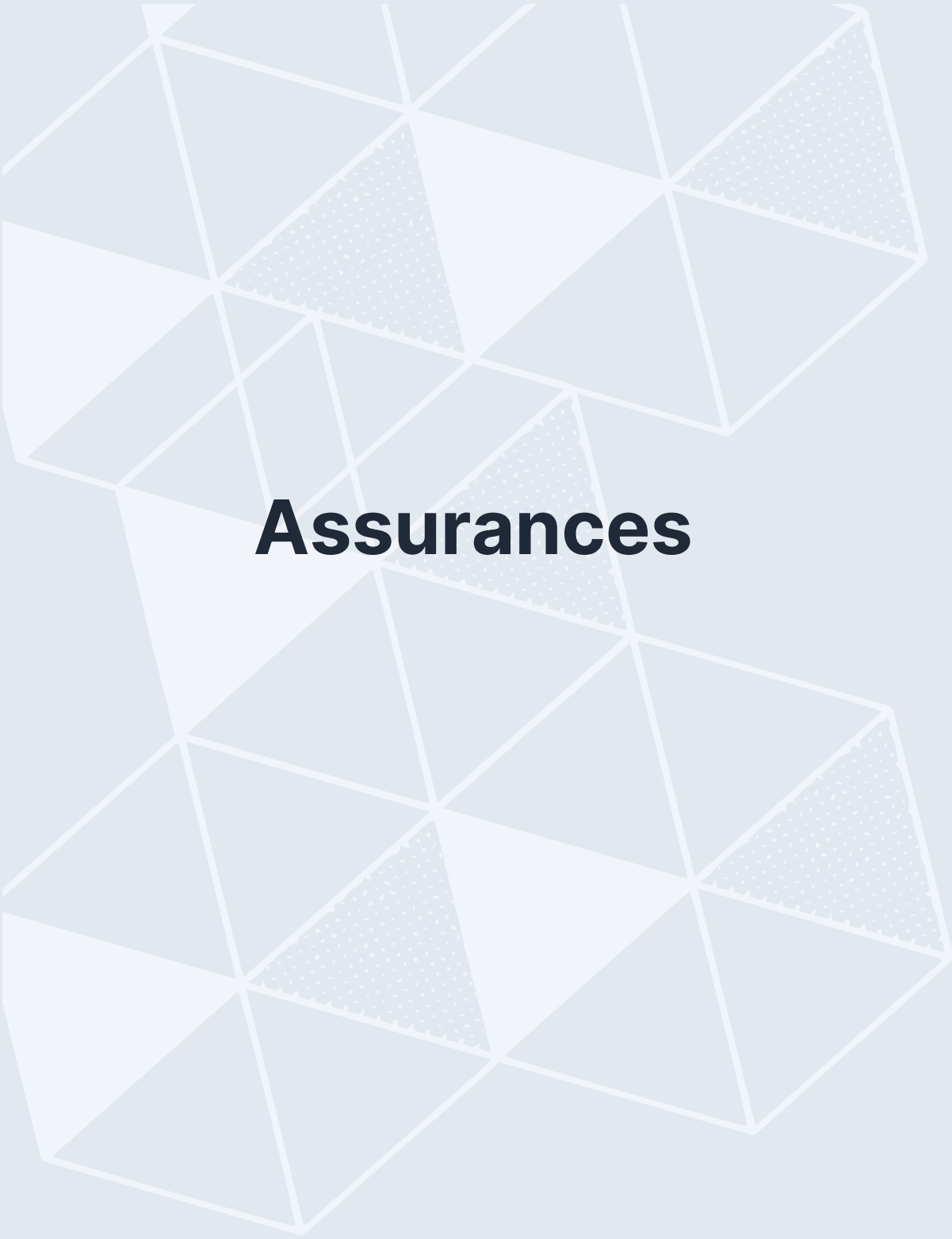
Performance Objective 1

Bridgeport ISD will optimize funding opportunities, maintain effective financial practices, and engage the community in understanding public education funding and district priorities.



Title I Summary

Title I



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

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ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

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3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

**Definition of District
Officials**

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

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coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Title IX Sexual Harassment	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to: • Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint; • Consider the complainant's wishes with respect to supportive measures; and • Explain to the complainant the option and process for filing a formal complaint. The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

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If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

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	dismissal of a Title IX formal complaint or any allegations therein;
	9. A description of the supportive measures available to the complainant and respondent;
	10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
	11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
	12. Other local procedures as determined by the Superintendent.
Standard of Evidence	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
Retaliation	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC] [For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

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**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

POLICE OFFICER DUTIES -

The primary function of the School Resource Officer ("SRO") shall be to insure the safety and welfare of students and faculty and provide campus security within the jurisdiction of the SRO. Specifically, the School Resource Officer shall assist in limiting access to the school grounds to authorized persons, provide police protection of school property,

personnel and students, investigate criminal acts on school grounds, and serve as liaison between the school, the police department, juvenile officials, probation officials, courts, and other agencies of the juvenile justice system, and perform any duty required by law of peace officers

The District's Superintendent, or Superintendent's designee, will be the authority regarding all school issues. The School Resource Officer will be the authority on all law enforcement issues. The School Resource Officer will communicate with the Principals regarding all law enforcement incidents on the campus or at school related activities, and the Principals shall be involved in the decision-making process in custodial arrests. The School Resource Officer is solely responsible to the Chief of Police but shall work directly and in cooperation with the Principal of the schools to which they are assigned.

The School Resource Officer will attend professional development training as required by the Police Department, the District, and School Resource Officer training. The District agrees to pay for training specific to the School Resource Officer's job function such as; School Based Law Enforcement training and Basic School Resource Officer Certification.

The School Resource Officer shall, as time permits, be available as a resource person to teach, lead a discussion, or offer information on topics on which the officer has special competence due to their law enforcement training. The School Resource Officer shall also attempt to identify and counter deviant behavior, such as drug activity, through information and other assistance to young people.

The School Resource Officer shall make themselves visible in public relations roles in order to provide a highly visible crime deterrent on school property and to effectively promote security and order in the schools.

The School Resource Officer shall also attempt to provide guidance and direction for students, parents, and staff when appropriate; to work with school administration to resolve school-police problems; and to work with parents of troubled students.

The District may not assign the SRO duties that involve routine school discipline, school administrative tasks, or contact with students unrelated to the law enforcement duties of the officer. This is not to be construed to prohibit SROs from having informal contact with a student even if unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement.

The District's Superintendent, or Superintendent's designee, and the Chief of Police are authorized to establish and modify, as needed, rules and regulations concerning the School Resource Officer's duties and schedule so long as they both agree on such changes.

All issues of discipline, termination or transfer of the School Resource Officer shall remain the exclusive province of the City.