

Bridgeport Independent School District



Bridgeport Intermediate 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

Bridgeport Intermediate serves 397 The district encompasses the cities of Bridgeport, Lake Bridgeport, Runaway Bay, and the unincorporated areas of western Wise County.

Total students:

	2025-2026
Total Students	427
Grade 3	128
Grade 4	138
Grade 5	161

Ethnic Distribution:

	2025-2026
African American	0.7%
Hispanic	57.4%
White	37.9%
American Indian	0.2%
Asian	0.9%
Pacific Islander	0.2%
Two or More	2.6%

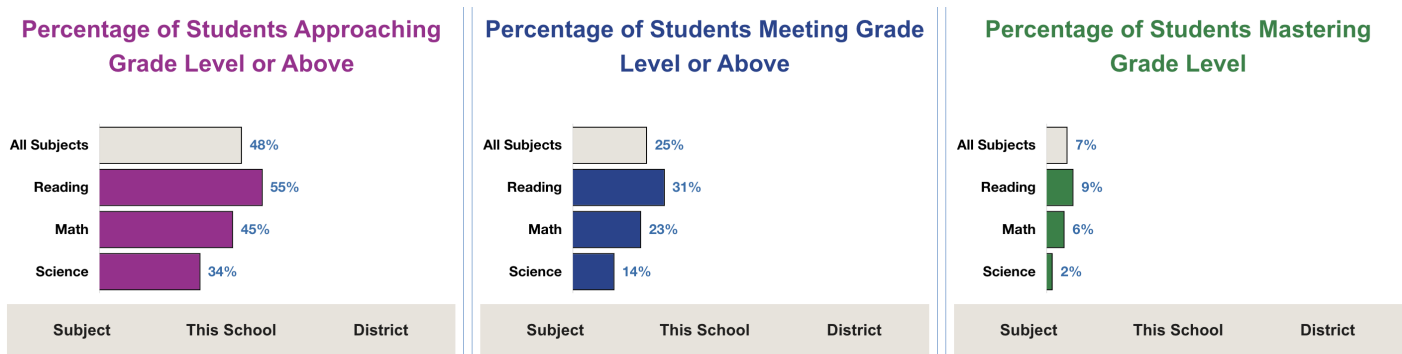
Student Learning

Summary

STAAR 2025

		State	District	Campus
STAAR Performance Rates a				
All Subjects	2025	75%	64%	50%
	2024	75%	69%	56%
ELA/Reading	2025	76%	65%	57%
	2024	76%	68%	61%
Mathematics	2025	72%	59%	47%
	2024	72%	66%	54%
Science	2025	78%	65%	39%
	2024	75%	70%	43%
STAAR Performance Rate				
All Subjects	2025	50%	35%	22%
	2024	48%	41%	29%
ELA/Reading	2025	54%	39%	28%
	2024	54%	45%	35%
Mathematics	2025	45%	28%	20%
	2024	43%	31%	27%
Science	2025	47%	31%	9%
	2024	43%	39%	16%
STAAR Performance f				
All Subjects	2025	21%	10%	6%
	2024	20%	12%	9%
ELA/Reading	2025	23%	11%	9%
	2024	22%	14%	13%
Mathematics	2025	20%	7%	6%
	2024	17%	6%	7%
Science	2025	17%	6%	2%
	2024	16%	13%	5%

STAAR 2026



All Subjects	48%	65%
Reading	55%	66%
Math	45%	61%
Science	34%	63%

All Subjects	25%	40%
Reading	31%	42%
Math	23%	33%
Science	14%	40%

All Subjects	7%	13%
Reading	9%	12%
Math	6%	9%
Science	2%	16%

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

Perceptions

Summary

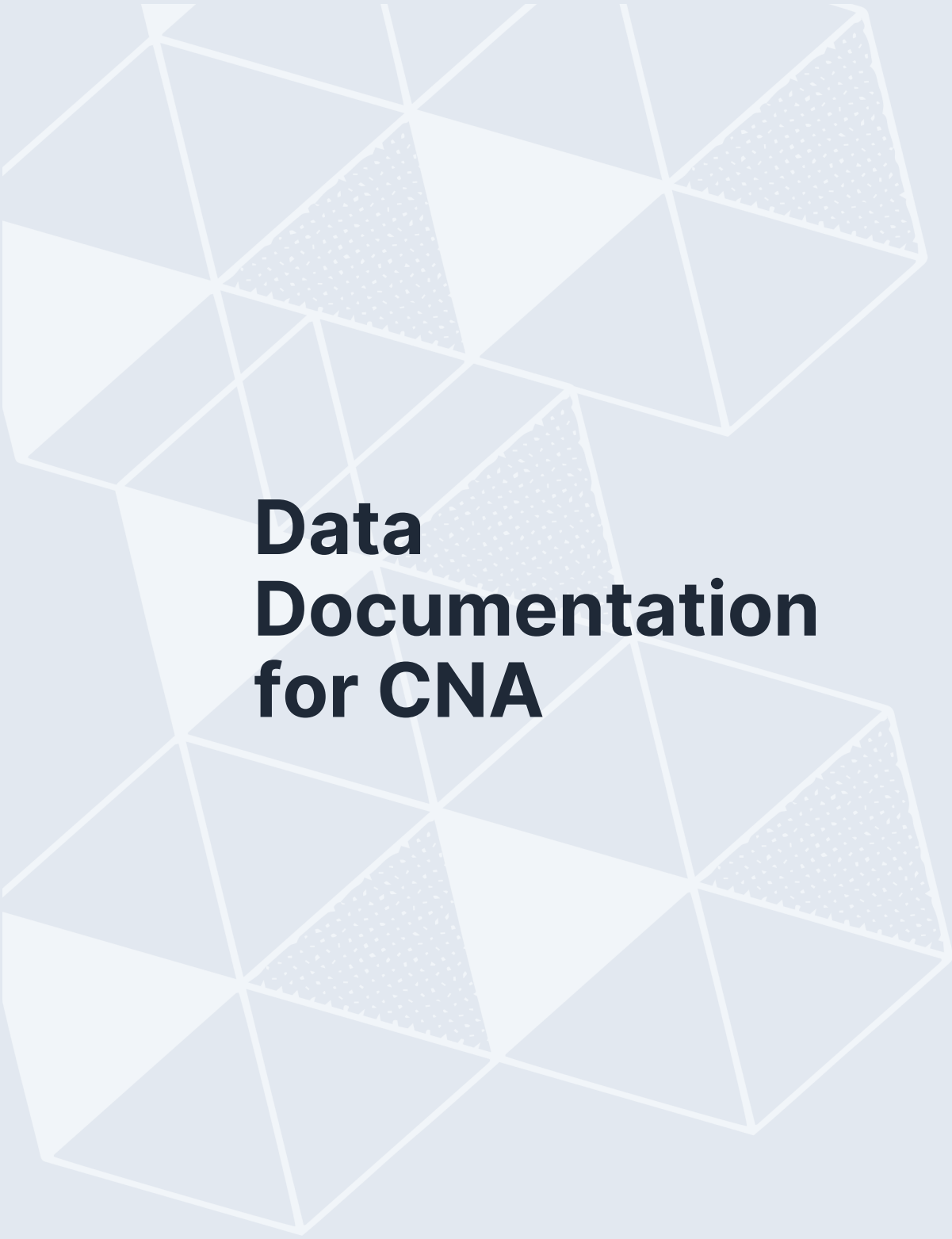
Perceptions

At Bridgeport Intermediate 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 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, 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.



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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Other

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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



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

BISD overall Math achievement will increase by 22 points as evidenced by the STAAR 2026-2027 math assessment. 70% of students will approach, 45% will Meets and 20% will Master.

Evaluation Data Source: Unit Assessments
Curriculum Based Assessments
STAAR 2026-2027 Assessment

Strategy 1

Monitor and adjust during assessment building in curriculum writing, continue to implement a GVC, PLC process, and MTSS process.

Strategy's Expected Result/Impact: increase student growth

Staff Responsible for Monitoring: ILT, Administration, teachers

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

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

BISD overall Reading achievement will increase by 14 points as evidenced by the STAAR 2026-2027 Reading assessment. 70% of students will Approach, 45% will Meet and 20% will Master.

Evaluation Data Source: Unit Assessments
Curriculum Based Assessments
STAAR 2025-2026 Assessments

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Monitor student performance assessment data of essential standards and create plans for reteaching.

Strategy's Expected Result/Impact: Students will show a 5% increase on tested essential TEKS as evidenced by summative and formative assessments.

Staff Responsible for Monitoring: Administrators, ILT, and Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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March

June

Performance Objective 3 High Priority

BISD overall Science achievement will increase by 26 points as evidenced by the STAAR 2026-2027 Science assessment. 65% of students will Approach, 40% will Meets and 15% will Master.

Evaluation Data Source: Unit Assessments
Curriculum Based Assessments
STAAR 2025-2026 Assessments

Strategy 1  Targeted Support Strategy  Additional Targeted Support Strategy
 Results Driven Accountability

Monitor student performance assessment data of essential standards and create plans for reteaching.

Strategy's Expected Result/Impact: Students will show a 5% increase on tested essential TEKS as evidenced by summative and formative assessments.

Staff Responsible for Monitoring: Administrators, ILT, and Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Provide access to tools that create successful digital learning opportunities.

Evaluation Data Source: Digitally created products from classroom work, the use of technology to support and enhance classroom learning as noted in walkthrough data, digitally designed assessments

Performance Objective 5 **High Priority**

Create and monitor SMART goals created by instructional team

Evaluation Data Source: Unit assessments, CBAs, STAAR assessments, MAP

Strategy 1

Encourage higher attendance by awarding individual students and classes of students who have improved attendance rates.

Strategy's Expected Result/Impact: Monthly attendance will not drop below 96.5% each month.

Staff Responsible for Monitoring: Campus administrators, teachers, and parents.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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June

Performance Objective 6 **High Priority**

Improve academic achievement specifically for tier 2 and 3 students

Evaluation Data Source: Unit assessments, CBAs, STAAR assessments, MAP

Strategy 1

Create and monitor achievement with interventionists and current MTSS students

Strategy's Expected Result/Impact: Increased achievement for tier 2 & 3 students

Staff Responsible for Monitoring: Teachers, campus administrators, and instructional leadership team

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

Progress monitor students who have identified through student of concern and MTSS as "at-risk"

Strategy's Expected Result/Impact: Increased achievement for tier 2 & 3 students (academically & behaviorally)

Staff Responsible for Monitoring: Teachers, campus administrators, and instructional leadership team

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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 High Priority

Increase parent involvement throughout the school year.

Evaluation Data Source: Agendas, sign in sheets, presentations

Strategy 1

Organize and PTO with President, Vice President, Secretary, and Treasurer roles filled. Host monthly meetings.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: campus administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

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Strategy 2

Host Breakfast with Grandfriends, Muffins with Moms, Coffee with Counselor and Principal, Curriculum Night, Donuts with Dads, and Family STEM Night events.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: campus administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 3

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

Performance Objective 1 High Priority

Increase parent involvement throughout the school year.

Evaluation Data Source: Agendas, sign in sheets, presentations

Strategy 1

Organize and PTO with President, Vice President, Secretary, and Treasurer roles filled. Host monthly meetings.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: campus administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Host Breakfast with Grandfriends, Muffins with Moms, Coffee with Counselor and Principal, Curriculum Night, Donuts with Dads, and Family STEM Night events.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: campus administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 High Priority

Implement Collaborative Team Planning with Fidelity

Strategy 1

✓ Targeted Support Strategy

✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Administrators will calendar and facilitate weekly 90-minute Collaborative Team Planning meetings.

Strategy's Expected Result/Impact: Grade-level teams will lead Collaborative Team Planning meetings by mid-year and better understand the process.

Staff Responsible for Monitoring: Guiding coalition, team leaders, administrators

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Performance Objective 3

✓ High Priority

Recruit and retain highly effective teachers and staff

Evaluation Data Source: TAPR report and district staffing

Strategy 1

Provide coaching support for 0-1 year teachers.

Strategy's Expected Result/Impact: T-TESS Domains 1, 2, & 3 will be overall proficient as evidenced by summative evaluations.

Staff Responsible for Monitoring: Administrators

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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January

March

June

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