

Bridgeport Independent School District

Bridgeport Intermediate School

2019-2020 Improvement Plan

Accountability Rating: C



Board Approval Date: October 14, 2019
Public Presentation Date: October 16, 2019

Mission Statement

An empowering district working together to make success a reality.

Vision

Bridgeport ISD is committed to preparing students to use technology to problem-solve, think creatively, communicate, and work with others in order to become successful students and productive citizens.

Core Beliefs

1. Student centered learning is the priority and is the basis for all decisions.
2. Effective communication and collaboration builds trust among all stakeholders.
3. Data drives decisions.
4. Everyone is a uniquely talented learner and contributor.
5. Leaders recognize and empower the expertise of students, staff, and parents.
6. A safe, nurturing, and flexible environment is critical to success.
7. Students deserve a highly qualified and well-trained staff.
8. Work is engaging, meaningful, relevant and focused on profound learning and standards that are essential for student success in a global society.
9. High expectations yield high results for all learners.
10. Assessment of learning is multi-faceted, learner-centered, and values mastery.
11. Lifelong learners will produce educated citizens for a prosperous society.
12. Education is a shared partnership with the community.
13. Organizational transformation is necessary to equip 21st century learners.
14. Technology's potential must be embraced and focused on learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Focus On Student Success	14
Goal 2: Focus on Organizational Excellence	21
Goal 3: Focus on Student, Family, and Community Relations	25
Goal 4: Focus on Accountability	27
Goal 5: Focus on 21st Century Learning	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bridgeport Intermediate has approximately 420 students in grades 3-5.

- 33.2% students are English Language Learners
- 68.1% of the BIS population is economically disadvantaged
- 1.4% of students are identified as Gifted and Talented
- 36.6% of the students are at-risk
- 11% of the students are in Special Education
- 1% of students are considered Homeless
- The attendance rate for the 2018-2019 SY was below 97%

Demographics Strengths

Homeless rate is down from 3% to 1%

37% of students participate in Two Way Dual Language creating diverse classroom settings

Problem Statements Identifying Demographics Needs

Problem Statement 1: Average daily attendance is below the targeted 97% **Root Cause:** Truancy prevention meetings are held, but parent attendance is very limited.

Student Academic Achievement

Student Academic Achievement Summary

	2018 STAAR						2019 STAAR						Approaches Difference
Reading Grade	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	
3													
Bridgeport Intermediate	150	64%	76%	40%	17%	44%	141	62%	68%	31%	15%	38%	-8%
Economic Disadvantage	114	61%	70%	32%	13%	39%	101	58%	60%	24%	9%	31%	-10%
Hispanic	88	60%	68%	32%	15%	38%	68	58%	60%	22%	9%	30%	-8%
White	61	70%	87%	51%	20%	52%	72	67%	75%	40%	21%	45%	-12%
LEP	59	58%	68%	29%	12%	36%	46	56%	59%	20%	9%	29%	-9%
Special Ed Indicator	15	42%	33%	13%	0%	16%	19	45%	37%	5%	0%	14%	4%
4													
Bridgeport Intermediate	165	59%	59%	32%	13%	35%	150	58%	61%	26%	8%	32%	1%
Economic Disadvantage	118	56%	53%	23%	9%	29%	92	55%	51%	15%	4%	24%	-2%
Hispanic	79	56%	54%	27%	8%	30%	89	54%	52%	18%	7%	25%	-3%
White	80	63%	65%	38%	20%	41%	57	64%	72%	39%	11%	40%	7%
LEP	45	52%	42%	16%	2%	20%	57	52%	44%	11%	4%	19%	2%
Special Ed Indicator	25	44%	32%	8%	4%	15%	21	41%	24%	10%	0%	11%	-8%
5													
Bridgeport Intermediate	175	67%	75%	45%	19%	46%	169	66%	76%	37%	21%	45%	0%
Economic Disadvantage	108	61%	67%	31%	8%	35%	116	63%	72%	28%	14%	38%	5%
Hispanic	91	62%	66%	35%	13%	38%	80	66%	76%	33%	20%	43%	10%

White	77	73%	86%	53%	26%	55%	82	68%	77%	43%	24%	48%	-9%
LEP	61	57%	57%	26%	10%	31%	46	64%	83%	30%	13%	42%	25%
Special Ed Indicator	13	41%	15%	0%	0%	5%	29	46%	38%	7%	7%	17%	23%

	2018 STAAR						2019 STAAR						Approaches Difference	Average Difference
Math Grade 3	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE		
Bridgeport Intermediate	150	56%	58%	25%	11%	32%	141	63%	73%	31%	14%	39%	15%	8%
Economic Disadvantage	114	52%	51%	19%	9%	26%	101	59%	65%	24%	9%	33%	14%	6%
Hispanic	88	49%	47%	14%	6%	22%	68	58%	63%	19%	4%	29%	17%	7%
White	61	65%	74%	43%	20%	45%	72	68%	82%	43%	24%	50%	8%	4%
LEP	59	46%	41%	10%	5%	19%	46	57%	63%	20%	2%	28%	22%	10%
Special Ed Indicator	15	36%	13%	13%	7%	11%	19	48%	37%	11%	11%	19%	24%	8%
Math Grade 4	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Difference	Difference
Bridgeport Intermediate	165	58%	65%	28%	16%	37%	151	58%	66%	35%	17%	39%	1%	3%
Economic Disadvantage	118	56%	61%	25%	15%	34%	92	53%	57%	25%	10%	30%	-4%	-3%
Hispanic	79	57%	66%	25%	14%	35%	89	52%	53%	25%	9%	29%	-13%	-6%
White	80	59%	65%	33%	20%	39%	58	67%	84%	50%	28%	54%	19%	15%
LEP	45	53%	60%	18%	7%	28%	57	47%	44%	18%	7%	23%	-16%	-5%
Special Ed Indicator	25	39%	32%	12%	4%	16%	22	43%	32%	23%	5%	20%	0%	4%
Math Grade 5	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Difference	Difference
Bridgeport Intermediate	175	68%	88%	50%	25%	54%	169	64%	84%	39%	22%	48%	-4%	-6%
Economic Disadvantage	108	63%	85%	39%	16%	47%	116	61%	80%	30%	16%	42%	-5%	-4%
Hispanic	91	64%	84%	42%	23%	49%	80	63%	85%	36%	16%	46%	1%	-4%
White	77	72%	95%	60%	26%	60%	82	66%	82%	45%	29%	52%	-13%	-8%

LEP	61	61%	77%	33%	20%	43%	46	63%	83%	37%	11%	43%	6%	0%
Special Ed Indicator	13	45%	46%	8%	0%	18%	29	45%	52%	14%	3%	23%	6%	5%
	2018 STAAR						2019 STAAR						Approaches Difference	Average Difference
Science Grade 5	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE		
Bridgeport Intermediate	174	67%	71%	38%	17%	42%	166	68%	69%	43%	24%	46%	-1%	4%
Economic Disadvantage	109	60%	60%	20%	9%	30%	113	64%	64%	36%	16%	39%	4%	9%
Hispanic	91	59%	54%	23%	9%	29%	80	63%	60%	34%	14%	36%	6%	7%
White	77	76%	88%	56%	27%	57%	80	74%	80%	54%	34%	56%	-8%	-1%
LEP	61	53%	38%	11%	5%	18%	46	58%	48%	22%	4%	25%	10%	7%
Special Ed Indicator	13	46%	15%	0%	0%	5%	27	53%	44%	22%	11%	26%	29%	21%
	2018 STAAR						2019 STAAR						Approaches Difference	Average Difference
Writing Grade 4	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE	Total Students	Percent Score	Approaches	Meets	Masters	AVERAGE		
Bridgeport Intermediate	166	54%	52%	33%	7%	31%	151	55%	56%	22%	5%	27%	3%	-3%
Economic Disadvantage	118	52%	47%	30%	8%	28%	92	52%	47%	22%	7%	25%	-1%	-3%
Hispanic	80	53%	48%	28%	5%	27%	89	52%	47%	19%	6%	24%	0%	-3%
White	80	56%	58%	39%	9%	35%	58	59%	66%	26%	3%	32%	8%	-3%
LEP	45	52%	49%	22%	2%	24%	57	50%	44%	21%	9%	25%	-5%	0%
Special Ed Indicator	26	34%	15%	8%	0%	8%	22	36%	18%	9%	0%	9%	3%	1%

Student Academic Achievement Strengths

3rd Grade Math - Improved 15% at the approaches level based on scores from the 2017-2018SY.

5th Grade Math - The cohort improved 19% based on their scores from the 2017-2018SY.

5th Grade Reading - Special Education students improved 25% while the LEP students improved 23% at the approaches level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. **Root Cause:** Not enough focus was given to students within these categories.

Problem Statement 2: Students are reading below grade level expectations. **Root Cause:** Lack of interest in reading and gaps created from year to year.

School Processes & Programs

School Processes & Programs Summary

All new to BIS teachers receive a Bull Buddy to help them become familiar with specific BIS processes. New to teaching teachers receive a mentor teacher that supports their learning throughout the entire year. Monthly meetings are required for Bull Buddies/Buddies during the first semester. Mentors/Teachers attend monthly meetings throughout the entire year. TEKS Resource System is the district appointed curriculum. Teachers are required to plan with IFD to ensure instruction is aligned. Teams develop a pacing guide to help with the planning of their daily instruction. WIN time interventions are tracked through Google to ensure students are provided with what they need. On Wednesdays, students have double rotation. During this time, teachers have a double block of planning time. The following meetings occur after school on a monthly basis: Faculty Meeting, CLT/CIT Meeting, and Content PLCs. Attendance incentives are in place for students and teachers to help motivate students to come to school.

School Processes & Programs Strengths

WIN time is prescriptive to each student and tracked to help with the RtI process.

Teachers have a double planning block weekly. Technology assistance is provided every other week to support instructional needs.

Instructional Leaders lead bi-monthly PLCs to continuously grow our staff's instructional skill set.

All schedules and duties are in the BIS Team Drive to help our staff stay organized.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of collaboration from instructional leaders **Root Cause:** Instructional leaders were not on campus during all PLC meetings due to off campus meetings.

Problem Statement 2: Parents did not feel as if we greeted them consistently before school **Root Cause:** All teachers provide tutorials or monitor hallways

Perceptions

Perceptions Summary

As a campus we focus on an authentic home/school connections to educate and engage parents in understanding how to support their children through Facebook, Class Newsletters, Curriculum Night, Parent Cafe, and Watch DOGS. Based on survey data from the 2018-2019 school year, parents stated we are “on target” or “showing progress” in all areas aside from communication. They noted a need for teachers to greet their children. 83% of students and 82% of parents feel safety is on target for BIS based on survey responses. The analysis of the data in regard to discipline shows that students had more discipline incidents in the 5th grade as compared to 3rd and 4th. Positive interventions were implemented to help reduce discipline incidents - bell ringing, principal proud award, male mentoring to struggling boys. All communication sent home is translated into Spanish, so all of our families can stay updated. We have a Communities in Schools representative who works at BIS full time. She works with 100% of students during weekly guidance. All students attend her guidance lesson once a month. The CIS counselor also helps multiple families each year to help them meet the social, emotional and academic needs of the entire family.

Perceptions Strengths

82% of students feel welcome and safe.

Students were happy here. Based on statements to staff, they were not ready to leave for summer as they feel cared for. Teachers feel supported and valued based on the climate survey feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement is declining **Root Cause:** Parents are not able to take off work for events scheduled during normal business hours. Not enough opportunities for parents to be involved.

Problem Statement 2: Students have limited opportunities to meet with the counselor on Wonderful Wednesdays **Root Cause:** Both counselors are providing guidance lessons all day

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- TTESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Focus On Student Success

Performance Objective 1: BIS will create a culture in which we identify and personally invest in the unique gifts, talents, and successes of each student while focusing on the dream of attending college.

Evaluation Data Source(s) 1: 95% of students will report that they know the college in which they will attend after high school.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Increase opportunities for meaningful recognition of student success, with the use of visible student progress tracking and campus bulletin board of recognition (Kindness Links, Future World Changers, Outstanding Readers).</p> <p>5.3</p>	2.6	Administration Counselor CIS	Students and parents indicate on EOY survey that students are cared about. Teachers document in campus-wide Positive Contact form at least one positive contact per student each 9 weeks.
Problem Statements: Demographics 1			
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture</p> <p>2) Communities in Schools program to provide assistance and support to at-risk students and their families based on individual needs.</p>	2.6, 3.1, 3.2	Administration, Communities in Schools Social Worker	Positive response on EOY parent survey, student attendance rates, and improved STAAR scores
Problem Statements: Student Academic Achievement 1 - Perceptions 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>3) Provide teachers with the opportunity to build trust with students when discipline issues arise during the instructional setting.</p>	2.6	Administration	Reduced office referrals and out-of-class placements. Stronger relationships between all stakeholders. Less instructional time will be lost as Mr. Hatcher or Mrs. Marr will continue to teach the lesson.
Problem Statements: Demographics 1			
<p>Targeted Support Strategy TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>4) On Monday, all staff will wear a college shirt to promote college awareness. Staff letters will be read on the morning announcements to encourage students to attend college. Students will share with the whole school the college in which they plan to attend.</p>	2.6	Administrators	100% of students will share with the school they college in which they plan to attend. 100% of students will name the college they plan to attend on the EOY survey.
Problem Statements: Demographics 1 - Student Academic Achievement 2			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance is below the targeted 97% Root Cause 1: Truancy prevention meetings are held, but parent attendance is very limited.
Student Academic Achievement
Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.
Problem Statement 2: Students are reading below grade level expectations. Root Cause 2: Lack of interest in reading and gaps created from year to year.
Perceptions
Problem Statement 2: Students have limited opportunities to meet with the counselor on Wonderful Wednesdays Root Cause 2: Both counselors are providing guidance lessons all day

Goal 1: Focus On Student Success

Performance Objective 2: Become a high performing campus as defined by local, state and federal accountability systems.

Evaluation Data Source(s) 2: All students and student groups will score at or above state average on state assessments. Students in grade five will meet state standard on first or second administration of the Math and Reading STAAR assessment.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Instructional leaders will provide prescriptive coaching based on low performing areas when discussing the data. From there, utilize WIN (what I need) time to differentiate data-driven instruction informed by student data for LEP, GT, Special Education, Math and Reading intervention.</p> <p>5.1 5.3</p>	2.4	Administrators Interventionists	<p>STAAR data, CBA data, i-Ready data, and Reflex Math data will all show individual student growth during each data meeting.</p> <p>Teachers will share students and teach WIN lessons based on their instructional strengths.</p> <p>Meets and Masters will improve by 5% due to the implementation of PBLs for students in need of enrichment.</p>
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p>			
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide inclusion support to respond to the academic needs of special populations, by providing timely and quality interventions, and appropriate accommodations.</p>	2.6	Administration	<p>Increase by 20% the number of special population students meeting state standard on all STAAR assessments.</p>
<p>Problem Statements: Student Academic Achievement 1, 2</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum</p> <p>3) Increase reading performance with the implementation of reader's workshop with all students while also implementing LLI and prescriptive reading intervention to our struggling readers.</p>	2.4	Administration	Increase STAAR scores in reading by 5% in all areas (approaches, meets, and masters).
Problem Statements: Student Academic Achievement 2			
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Consistently implement Writer's/Reader's Workshop and Guided Math . Provide additional training as necessary.</p>	2.4	Administration	All CBA data will improve throughout the year as students grow within their own writing abilities. STAAR data will show student growth due to increased reading and writing connections. Lesson plans will directly reflect the Writer's Workshop model within the daily agenda section.
Problem Statements: Student Academic Achievement 1, 2			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction</p> <p>5) Creating vocabulary rich environments to increase students' reading abilities.</p>		Administration	Increase student L2 language acquisition 1 proficiency level
Problem Statements: Student Academic Achievement 1, 2			
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>6) All core teachers will receive training from campus administrators every other week during their Wednesday double planning period.</p>			<p>Teachers will have a better understanding of their TEKS.</p> <p>Teachers will increase their skill set with regard to classroom management and instructional strategies.</p> <p>STAAR scores will improve by an average 10%.</p>
Problem Statements: School Processes & Programs 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Instructional leaders will provide feedback the Friday before delivery of lesson plans with two to three pieces of input with a focus on planned reteach, re-assessment that addresses the student error and misunderstanding.</p>	2.4	Principal Assistant Principal	<p>Teachers will adjust their lessons based on feedback prior to delivering their instruction. Walkthroughs and observations will show that instruction is more effective.</p> <p>90% of students will meet their expected growth goal on local state assessments.</p>
<p>5.1 5.3 4.1</p>	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.
Problem Statement 2: Students are reading below grade level expectations. Root Cause 2: Lack of interest in reading and gaps created from year to year.
School Processes & Programs
Problem Statement 1: Lack of collaboration from instructional leaders Root Cause 1: Instructional leaders were not on campus during all PLC meetings due to off campus meetings.

Goal 1: Focus On Student Success

Performance Objective 3: Increase student participation in school and school related activities.

Evaluation Data Source(s) 3: Maintain a 97% Average Daily Attendance Rate

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">ESF Levers Lever 3: Positive School Culture</p> <p>1) UIL teams will practice before school.</p>		Administration	Increased student participation in UIL academic events as parents will not have to pick their child up after school hours.
Problem Statements: Demographics 1			
<p align="center">ESF Levers Lever 5: Effective Instruction</p> <p>2) Provide students with information and activities that support a healthy lifestyle in partnership with Fit Youth</p>		Administration	<p>Fitnessgram report will show 100% students completed the requirements.</p> <p>Fun run data will show students improved on their timed mile.</p> <p>Increased attendance rates daily as students will want to be here for Fit Youth events.</p>
Problem Statements: Demographics 1			
<p align="center">TEA Priorities Improve low-performing schools</p> <p align="center">ESF Levers Lever 3: Positive School Culture</p> <p>3) Promote acts of kindness to help prevent bullying while working to be a No Place for Hate campus for the second year in a row.</p>		Administration, counselor	Decrease in number of office referrals related to bullying behaviors from the 2018-2019 SY.
Problem Statements: Demographics 1			
<p align="center">TEA Priorities Improve low-performing schools</p> <p align="center">ESF Levers Lever 3: Positive School Culture</p> <p>4) Provide guidance through CIS and the campus counselor for all students on campus.</p>	2.6	Administration	100% of students will receive guidance lessons twice a month.
Problem Statements: Perceptions 2			
<p align="center">TEA Priorities Improve low-performing schools</p> <p align="center">ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>5) Implement ten incentives to encourage students (Perfect Attendance tracking sheet by class) to attend school daily.</p>		Administration	Average daily attendance for the year will be at or above 97% for students
Problem Statements: Demographics 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities Recruit, support, retain teachers and principals</p> <p align="center">ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>6) Provide incentives to staff for monthly perfect attendance.</p>	2.5		Teacher attendance will increase by 10% from the 2018-2019 SY.
<p align="center">ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>7) Consistently conduct safety drills monthly and each semester based on state guidelines.</p>		Administrators Safety Director	100% of students and will report that they feel safe at BIS on the EOY survey.

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance is below the targeted 97% Root Cause 1: Truancy prevention meetings are held, but parent attendance is very limited.
Perceptions
Problem Statement 2: Students have limited opportunities to meet with the counselor on Wonderful Wednesdays Root Cause 2: Both counselors are providing guidance lessons all day

Goal 2: Focus on Organizational Excellence

Performance Objective 1: Hire and retain qualified staff.

Evaluation Data Source(s) 1: 95% of effective teachers will be retained

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>1) Teachers will collaborate in Vertical Content Area PLCs and turn in meeting weekly. To ensure DDI is planned, exemplar student work and low-performing student work will be used to discuss content instructional needs.</p> <p>5.3</p>	2.5	Administrators	<p>Improve instruction due to sharing strategies and resources.</p> <p>Common assessments will be aligned to STAAR.</p> <p>90% of students will meet their targeted growth goal on local and state assessments.</p>
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1			
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Teachers will complete a minimum of two TOTs (Teachers Observing Teachers). One will be during their conference period, while the other will be scheduled with coverage provided.</p>		Administration	<p>Staff will report on the EOY survey that they feel empowered while at BIS and encouraged to grow within their instructional skill set.</p>
Problem Statements: Student Academic Achievement 1			
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>3) Attend job fairs throughout North Texas and the surrounding areas</p>		Administration	<p>Recruit and hire bilingual teachers</p>
Problem Statements: Student Academic Achievement 1			

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.
--

Problem Statement 2: Students are reading below grade level expectations. Root Cause 2: Lack of interest in reading and gaps created from year to year.

School Processes & Programs
--

Problem Statement 1: Lack of collaboration from instructional leaders Root Cause 1: Instructional leaders were not on campus during all PLC meetings due to off campus meetings.
--

Goal 2: Focus on Organizational Excellence

Performance Objective 2: Promote and provide professional development opportunities that impact student success, and meet the needs of staff, as defined by district and campus advisory teams, as a result of the Comprehensive Needs Assessment.

Evaluation Data Source(s) 2: Staff will report that 100% of professional development opportunities were aligned with the needs of the campus based on the Comprehensive Needs Assessment.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Provide supplemental mentoring, coaching, and instructional support to staff working with at-risk populations (ESL/Bilingual, Special Education, other at-risk students). Training and support includes those provided by ESC11 on inclusive practices.</p>		Administration, professional and paraprofessional staff	Increased effectiveness in programs supporting ESL/Bilingual, Special Education, other at-risk students, as evidenced by improved test scores in these populations
<p>Problem Statements: Student Academic Achievement 1</p>			

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.</p>

Goal 2: Focus on Organizational Excellence

Performance Objective 3: Implement multiple committees for staff to serve in a leadership role.

Evaluation Data Source(s) 3: Committee rosters and attendance at meetings

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Effective implementation of the Campus Leadership Team and Response to Intervention Committee to facilitate shared decision making.</p>		Administration	90% of teachers will report on the EOY survey that they serve in a leadership role where they are able to make decisions for the campus. 95% attendance at all leadership meetings.
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p>			

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of collaboration from instructional leaders Root Cause 1: Instructional leaders were not on campus during all PLC meetings due to off campus meetings.</p>

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 1: Consistently provide students with engaging lessons.

Evaluation Data Source(s) 1: 90% of students will report that they were engaged in their classes

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Implement a variety of activities/program/survey to create an environment where students feel supported, valued, are aware of their on-going academic progress</p>	2.5	Administration	Master Schedule, Intervention programs Rosters (reading intervention, tutorials, math intervention, Learning.com, SSR, Esperanza, Take Flight) Survey
Problem Statements: Student Academic Achievement 1, 2			
<p>ESF Levers Lever 3: Positive School Culture</p> <p>2) Provide clubs for all students two days a week based on their interests levels.</p>		Administration Counselor	Teachers will report on the EOY survey that students took ownership of the activities within their clubs.
Problem Statements: Demographics 1			
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Implement labs 60% of the instructional time within Science.</p>	2.4, 2.5	Administration	Lesson Plans and walkthroughs will show evidence of effective labs. STAAR and Local Assessment Science scores will improve by 5% at the approaches, meets, and masters levels.
Problem Statements: Student Academic Achievement 1			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance is below the targeted 97% Root Cause 1: Truancy prevention meetings are held, but parent attendance is very limited.
Student Academic Achievement
Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.
Problem Statement 2: Students are reading below grade level expectations. Root Cause 2: Lack of interest in reading and gaps created from year to year.

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 2: Provide multiple opportunities for parents to be involved at BIS.

Evaluation Data Source(s) 2: Fifty percent of students' parents will attend at least two activities on campus.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 3: Positive School Culture</p> <p>1) Provide six parent training opportunities</p>	3.1, 3.2	Administration Counselor CIS social worker	Increased parent attendance
	Problem Statements: Perceptions 1		
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture</p> <p>2) Utilize a variety of resources (email, telephone calls, notes, Website, Facebook, and Blackboard Connect, Twitter) to communicate campus events with parents and community members in both Spanish and English</p>		Administrators	Parent attendance will increase by 30% from the 2018-2019 SY
	Problem Statements: Perceptions 1		
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture</p> <p>3) Educate parents on the Title 1 components, Parent Cafe lessons, Unidos meetings, and Academic Parent Teacher Team meetings.</p>	3.1	Principal	Parents will be more involved with their child's education - measured on the EOY survey and surveys completed at the end of every meeting. Unidos meeting on September 5th - Liz Cornett, Annalysa Elledge, and Raquel Rivas
	Problem Statements: Perceptions 1		

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent involvement is declining Root Cause 1: Parents are not able to take off work for events scheduled during normal business hours. Not enough opportunities for parents to be involved.

Goal 4: Focus on Accountability

Performance Objective 1: Ensure effective fiscal operations

Evaluation Data Source(s) 1: 100% of Performance Objective and Strategies are connected to funding sources in TXEIS.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning 1) Content PLCs and CLT make decisions about how to spend instructional material funds and submit subsequent requisitions</p>		Administration	100% TxEIS requisitions and purchase orders will be aligned to PLC and CLT decisions.
Problem Statements: School Processes & Programs 1			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of collaboration from instructional leaders Root Cause 1: Instructional leaders were not on campus during all PLC meetings due to off campus meetings.

Goal 4: Focus on Accountability

Performance Objective 2: Ensure a safe learning environment for students and staff.

Evaluation Data Source(s) 2: Complete 100% of safety drill requirements.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning</p> <p>1) Provide training and conduct drills in safe school practices related to evacuations, lock downs, and severe weather procedures.</p>		Administration	<p>Compliance with Emergency Drill requirements and reporting form.</p> <p>At least 90% of parents and staff will respond that Bridgeport Intermediate School is "on target" with providing safe, well-maintained facilities on an EOY survey.</p>
Problem Statements: Demographics 1			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance is below the targeted 97% Root Cause 1: Truancy prevention meetings are held, but parent attendance is very limited.

Goal 5: Focus on 21st Century Learning

Performance Objective 1: Provide digital resources to enhance student learning opportunities.

Evaluation Data Source(s) 1: Maintain 95% student responses for access to digital learning.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>1) Provide bi-monthly professional development in technology applications to increase teacher's skill sets in regard to enhancing learning through the use of technology.</p>		Administration and Instructional Technology Coach	Substitution, Augmentation, Modification, and Redefinition of the use of technology will be observed in walkthroughs.
Problem Statements: School Processes & Programs 1			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of collaboration from instructional leaders Root Cause 1: Instructional leaders were not on campus during all PLC meetings due to off campus meetings.

Goal 5: Focus on 21st Century Learning

Performance Objective 2: Provide multiple opportunities for students to use collaboration, critical thinking, and problem solving.

Evaluation Data Source(s) 2: 90% of students will report learning opportunities were enhanced by the use of technology on the EOY survey

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) BIS will provide math and reading support with the integration of technology by providing 1:1 Chromebook access to each student.</p>	2.4	Administration	Increased online activities within lesson plans, Students will master math facts and concepts while also improving their reading comprehension skills. Problem Statements: Student Academic Achievement 1, 2

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Percentage of students meeting and mastering the math and reading STAAR is below the state average. Root Cause 1: Not enough focus was given to students within these categories.</p>
<p>Problem Statement 2: Students are reading below grade level expectations. Root Cause 2: Lack of interest in reading and gaps created from year to year.</p>