

Bridgeport Independent School District

District Improvement Plan

2019-2020 Improvement Plan

Accountability Rating: B



Board Approval Date: October 14, 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students:

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	2,090	2,084	2,061	2,081	2,068
Pre-Kinder / EE	66	77	78	83	109
Kindergarten	153	122	143	141	133
Grade 1	142	152	121	146	143
Grade 2	149	142	141	123	146
Grade 3	173	159	150	147	127
Grade 4	155	172	162	157	141
Grade 5	132	148	169	171	150
Grade 6	143	141	148	180	164
Grade 7	165	154	144	151	181
Grade 8	170	173	154	151	150
Grade 9	172	182	190	165	159
Grade 10	178	167	170	169	156
Grade 11	137	169	143	154	156
Grade 12	155	126	148	143	153

Students by Campus:

	Elementary	Intermediate	Middle	High	District Total
2010-11	602	529	548	608	2,287

	Elementary	Intermediate	Middle	High	District Total
2011-12	591	536	562	624	2,313
2012-13	587	493	496	623	2,199
2013-14	568	444	486	626	2,124
2014-15	546	428	478	628	2,080
2015-16	510	460	478	642	2,090
2016-17	493	479	468	644	2,084
2017-18	483	481	446	651	2,061
2018-19	493	475	482	631	2,081
2019-20	531	418	495	624	2,068

Ethnic Distribution:

	2015-16	2016-17	2017-18	2018-19	2019-20
African American	1.0%	1.2%	0.9%	0.5%	0.6%
Hispanic	49.9%	50.4%	51.2%	52.0%	52.6%
White	49.6%	45.9%	45.4%	44.8%	44.1%
American Indian	0.6%	0.7%	0.6%	0.4%	0.4%
Asian	0.2%	0.1%	0.2%	0.0%	0.2%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More	1.7%	1.7%	1.6%	2.2%	2.1%

Student Groups:

	2015-16	2016-17	2017-18	2018-19	2019-20
Economically Disadvantaged	61.9%	63.7%	63.4%	71.2%	70.1%
English Language Learner	22.5%	22.8%	23.1%	26.0%	27.2%
Bilingual/ESL	26.7%	28.3%	30.7%	33.4%	35.3%
Gifted & Talented	4.5%	4.7%	4.5%	4.3%	4.3%
Special Education	9.1%	9.5%	9.2%	10.0%	11.3%

Staff Information:

	2015-16	2016-17	2017-18
Teaching Staff	162.2	161.1	161.2
Beginning Teachers	3.1%	8.7%	6.1%
1-5 Years' Experience	27.8%	24.2%	29.2%
6-10 Years' Experience	26.4%	22.3%	19.2%
11-20 Years' Experience	26.7%	29.1%	24.8%
Over 20 Years' Experience	16.0%	15.6%	20.8%
Average Years' Experience	11.3	11.1	11.7
Average Years in Bridgeport ISD	6.5	6.5	6.5
Turnover Rate	13.8%	17.2%	21.6%
Average Teacher Salary	\$49,727	\$50,537	\$50,591

Demographics Strengths

- Bridgeport ISD has seen consistent enrollment over the past 5 years.
- Full-day Pre-Kindergarten has increased the number of students at BES.
- Bridgeport ISD and the community has an increasing diversity with the number of Hispanic and ELL students.
- Bridgeport ISD has remained competitive with surrounding districts with regard to teacher salary, changes in legislation have increased salary for the 19-20 school year.
- Bridgeport ISD offers a Two-Way Dual Language program to support our increasing Bilingual student population and support biliteracy for the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Bilingual/ESL students has increased from 26.7% in 2015-16 to 35.3% in 2019-20 which means Bridgeport ISD will need to continue to provide increased levels of second language supports and translation services for students and parents. **Root Cause:** Changes in the demographics of the community require the district to change processes in order to meet student needs.

Problem Statement 2: The total number of students in Bridgeport ISD has remained somewhat steady from 2014 to 2019-20. **Root Cause:** Parents at the elementary and intermediate level are seeking other opportunities for students such as enrollment in neighboring school districts or private schools.

Student Academic Achievement

Student Academic Achievement Summary

STAAR by Subject Area:

	2014-15	2015-16*	2016-17	2017-18	2018-19
<i>Level II / Approaches Grade Level</i>					
All Subjects	75%	71%	72%	74%	74%
Reading	76%	69%	70%	71%	66%
Math	79%	73%	78%	79%	82%
Writing	69%	54%	56%	60%	61%
Science	75%	82%	77%	79%	80%
Social Studies	73%	74%	72%	75%	83%
<i>Level III / Masters Grade Level</i>					
All Subjects	10%	12%	14%	17%	18%
Reading	10%	12%	14%	15%	13%
Math	8%	11%	14%	18%	17%
Writing	4%	10%	8%	9%	8%
Science	11%	11%	13%	20%	28%
Social Studies	15%	23%	20%	26%	36%
<i>Met or Exceeded Progress</i>					
All Subjects	53%	55%	63%	64%	67%
Reading	55%	56%	59%	61%	65%
Math	41%	53%	66%	66%	70%

*The Level II passing standards for 2015-16 increased as TEA phased in higher passing standards.

STAAR by Student Group:

	2014-15	2015-16*	2016-17	2017-18	2018-19
<i>Level II / Approaches Grade Level All Subjects</i>					
All Students	75%	71%	72%	74%	74%
African American	63%	60%	57%	59%	58%
Hispanic	70%	68%	67%	70%	69%
White	80%	75%	79%	79%	79%
Special Education	30%	27%	31%	28%	35%
Econ Dis	67%	65%	66%	67%	67%
ELL	53%	48%	46%	55%	57%
<i>Level III / Masters Grade Level All Subjects</i>					
All Students	10%	12%	14%	17%	18%
African American	-	17%	-	15%	10%
Hispanic	7%	8%	10%	12%	13%
White	13%	17%	18%	22%	24%
Special Education	-	1%	2%	1%	2%
Econ Dis	6%	7%	8%	11%	14%
ELL	4%	4%	6%	4%	5%

*The Level II passing standards for 2015-16 increased as TEA phased in higher passing standards.

-Numbers of tests for this Student Group were not large enough to report.

College Readiness Information (Lagging Indicator*):

	2013-14	2014-15	2015-16	2016-17	2017-18
Attendance Rate	96.7%	96.3%	96.4%	96.4%	
Annual Dropout Rate (9-12)	1.2%	0.6%	0.7%	2.0%	
4-Year Graduation Rate	93.6%	92.6%	96.4%	96.5%	
Recommended / Endorsement	91.8%	82.4%	79.6%	86.7%	
Advanced Course Compl. (11-12)	32.1%	32.2%	36.7%		
College & Career Ready Graduates	79.1%	75.4%	73.5%		
CTE Coherent Sequence	51.5%	66.9%	59.9%	57.0%	
SAT/ACT Tested	59.7%	47.9%	55.6%	56.3%	
SAT/ACT Above Criterion	22.5%	17.6%	23.3%	25.0%	

*Scores for previous year will be released in December on TAPR report.

Student Academic Achievement Strengths

- Bridgeport ISD as well as all campuses Met Standard on the State Accountability System for 2018-19 with the high school and district moving up a letter grade.

- The percentage of students meeting or exceeding progress on STAAR has increased from 53% in 2015 to 67% in 2019.
- The percentage of Special Education students scoring at the Approaches Grade Level standard on STAAR has increased to 35% in 2019.
- The percentage of students scoring at the Approaches Grade Level standard on STAAR has remained consistent even though passing standards increased in 2015-16.
- The percentage of students scoring at the Masters Grade Level standard on STAAR has increased from 10% in 2015 to 18% in 2019.
- The percentage of students scoring Above Criterion on SAT/ACT has increased to 25% in 2017.
- The percentage of students enrolled in CTE courses has increased.
- 4-Year Graduation rates have increased to over 95%.
- Bridgeport High School has 36.7% of Juniors and Seniors completing Dual Credit or AP coursework.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Bridgeport ISD Writing scores on STAAR remain low with 61% of students meeting Approaches Grade Level in 2019. **Root Cause** : Teachers need additional training and support in the area of writing for all grade levels and genres within the ELA curriculum.

Problem Statement 2: Bridgeport ISD ELL students have a 57% passing rate on STAAR compared to 74% for all students. **Root Cause:** Teachers need additional training and support in providing in-classroom supports for ELL students.

Problem Statement 3: Bridgeport ISD Special Education students have a 35% passing rate on STAAR compared to 74% for all students. **Root Cause:** Teachers need additional training and support in providing in-classroom supports for special education students.

Problem Statement 4: The attendance rate for Bridgeport ISD remains below 97%. **Root Cause:** Campuses need a systematic program for encouraging student attendance.

Problem Statement 5: The percentage of students scoring above criterion on SAT/ACT has remained below state and national averages, at 25% in 2019. **Root Cause:** Teachers need additional training and support in providing assistance for students to be prepared for the rigor of the SAT and ACT tests.

District Processes & Programs

District Processes & Programs Summary

Instructional Leadership

- Clear, Focused Mission and Goals
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Opportunity to Learn and Student Time on Task
- Leading by Example
- Motivating, Encouraging and Providing Recognition
- Fed/State Compliance
- Policies, Procedures, and Handbooks

Continuous Improvement Plan

- Formative Assessments
- Performance Indicators
- Unit Assessments
- Teacher Developed Assessments
- State Assessments
- Data Walks
- Needs Assessments
- Program Evaluations
- Achievement and Aptitude Assessments
- Bloom's Taxonomy Table
- Progress Monitoring
- Student Data Folders
- HEAT Maps
- Quintiles

Relationships with Students, Parents, and Staff

- Learning Environment

- School Culture
- Student Support Teams
- Character Education
- Volunteers in Public Schools
- Watchdogs
- Communities in Schools
- Dual Language Model
- Love and Logic
- No Place for Hate Campaign

Professional Learning, Coaching, and Collaboration

- District Professional Learning
- Campus Professional Learning
- Individual Professional Learning
- Mentoring, Coaching, and Modeling
- Teacher Leaders
- Professional Learning Communities

Common Instructional Framework

- Student Awareness and Articulation of Learning
- Higher Order Thinking Skills
- Actively Engaged Students
- Research Based Instructional Strategies for 21st Century Learning
- Thinking Maps
- Cognitive Complexity of Verbs
- Marzano's Nine
- Daily 5
- SIOP
- Brain Based Learning

Rigorous Aligned Curriculum

- TEKS Resource System
- SMART Goals
- Enrichment Curriculum
- LINC

- Destination Imagination
- Campus Clubs
- Electives/Extra-Curricular
- Instructional Planning
- Essential Questions
- Backwards Design
- Aligned Resources

District Processes & Programs Strengths

- Bridgeport ISD uses a curriculum and resources based on the TEKS.
- The LINC gifted/talented program provides opportunities for students to exceed grade level standards.
- The WatchDog program improves parental involvement by encouraging participation by fathers.
- Dual Language Enrichment has provided collaboration within and among grade levels.
- Technology programs, such as the 1:1 Macbook Airs at grades 9-12 and 1:1 Chromebooks at grades K-8 provide sufficient opportunities for students and teachers to have access to resources.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. **Root Cause:** Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.

Problem Statement 2: The number of district and campus needs require professional development above and beyond the mandated training days on the school academic calendar. **Root Cause:** Academic achievement shows a need for teachers to be highly trained and effective in their practice for struggling students.

Perceptions

Perceptions Summary

Student Survey (Grades 3-12)

	2017-18				2018-19			
	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>
My teachers present lessons that are important and interesting.	63%	30%	7%	1%	63%	29%	6%	1%
My teachers are interested in me as a person and show they like and care about me.	64%	24%	10%	2%	68%	22%	8%	3%
I want to attend and actively participate in school and school related activities.	64%	24%	8%	3%	62%	23%	7%	5%
The work I do is challenging.	56%	35%	7%	2%	51%	35%	8%	5%
I am aware of opportunities that can help me once I finish high school.	47%	20%	6%	27%	39%	17%	5%	37%
My teacher gives me a chance to show what I have learned through different ways, like projects, tests, games, and demonstrations.	71%	20%	5%	5%	73%	17%	5%	6%

	2017-18				2018-19			
I feel our school is safe and welcoming.	70%	20%	9%	2%	74%	18%	5%	2%
My teacher talks with me about my grades and progress in the class often.	53%	30%	12%	5%	55%	29%	11%	5%
My school is clean and well maintained.	62%	26%	9%	3%	62%	26%	9%	3%
I am able to use technology/computers, when needed, at school.	85%	11%	3%	1%	83%	13%	2%	1%
I am able to use technology/computers, when needed, at home.	72%	12%	8%	8%	69%	16%	7%	8%
I have access to multiple ways of learning with technology when doing my work and/or completing classes.	78%	15%	5%	2%	80%	14%	4%	2%

Parent Survey

	2017-18				2018-19			
	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>
My son/daughter tells me their teachers are interested in them as a person and that they like and care about my child(ren).	58%	58%	58%	58%	52%	26%	20%	2%
My son/daughter wants to attend and actively participate in school and school related activities.	61%	61%	61%	61%	68%	22%	8%	3%

	2017-18				2018-19			
My son/daughter made a smooth transition from Elementary to Intermediate, from Intermediate to Middle School, and/or from Middle School to High School.	55%	55%	55%	55%	63%	15%	5%	17%
My child's teachers have high expectations for learning.	63%	63%	63%	63%	69%	28%	3%	0%
My child is made aware of college and career options and opportunities to help them once they graduate.	29%	29%	29%	29%	35%	22%	15%	28%
I feel communication is timely and effective.	37%	37%	37%	37%	37%	21%	39%	2%
I am aware of my child's progress in the classroom.	62%	62%	62%	62%	63%	16%	21%	2%

	2017-18				2018-19			
The District has an expectation for continuous improvement.	57%	57%	57%	57%	50%	36%	13%	2%
I am informed of student achievement goals and progress as well as student activities.	48%	48%	48%	48%	40%	39%	21%	0%
I am aware of opportunities for involvement with the school (s).	51%	51%	51%	51%	40%	40%	19%	0%

Staff Survey

	2017-18				2018-19			
	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>	<i>On Target</i>	<i>Showing Progress</i>	<i>Opportunity for Improvement</i>	<i>N/A</i>
I provide students with meaningful, relevant, and engaging work.	70%	70%	70%	70%	68%	10%	2%	20%
My students want to attend and actively participate in school and school related activities.	53%	53%	53%	53%	54%	19%	5%	23%
My students are prepared for the transition to the next school year.	65%	65%	65%	65%	65%	17%	2%	16%
I have the authority to address student discipline concerns in my classroom.	68%	68%	68%	68%	68%	12%	3%	17%
In my classroom, learning expectations are high.	77%	77%	77%	77%	73%	6%	1%	21%

	2017-18				2018-19			
Curriculum is challenging and aligned to state standards.	69%	69%	69%	69%	70%	8%	2%	21%
Guidance is provided to students to provide them with opportunities for post secondary success.	63%	63%	63%	63%	62%	11%	3%	24%
Our school feels safe and welcoming.	81%	81%	81%	81%	85%	10%	3%	1%
I feel communication is timely and effective.	54%	54%	54%	54%	55%	27%	18%	0%
Our staff is involved in decisions.	45%	45%	45%	45%	60%	29%	10%	1%
I use data to evaluate effectiveness of instructional techniques and emphasis.	60%	60%	60%	60%	62%	13%	3%	22%
Our parents have meaningful opportunities for involvement.	65%	65%	65%	65%	62%	27%	6%	5%

	2017-18				2018-19			
Partnerships are actively sought and maintained that enhance the education process.	61%	61%	61%	61%	65%	21%	7%	7%
Teachers are involved in budget decisions.	39%	39%	39%	39%	59%	21%	4%	15%
Financial resources are prioritized to meet the needs of the campuses.	45%	45%	45%	45%	60%	25%	7%	11%
Buildings and grounds are clean and well maintained.	77%	15%	8%	0%	72%	16%	11%	1%
Technology is used to enhance learning.	75%	15%	1%	8%	76%	11%	2%	10%
There is support with technology instruction.	74%	20%	1%	4%	79%	11%	2%	9%

Perceptions Strengths

- Survey results indicate Bridgeport ISD provides technology access at an acceptable rate for students and teachers.
- Bridgeport ISD facilities are clean and well-maintained.
- Students report they feel safe and welcome at school.

- Teachers report learning expectations are high and students are challenged at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of students reporting they are aware of opportunities available after high school is 39% and 35% of parents report their child is aware of post high school options. **Root Cause:** Students in the intermediate and middle school grades may not be given sufficient access to post high school option information.

Problem Statement 2: The percentage of parents reporting timely and effective communication is 37%. **Root Cause:** While multiple opportunities exist for parent/school communication, systematic communication channels may not be reaching all necessary audiences.

Problem Statement 3: The percentage of parents reporting students had a smooth transition between campuses is 63% and teachers report 65% of students are ready to transition to the next school year. **Root Cause:** Vertical alignment meetings occur to focus on curriculum, but may not address social or emotional needs that impact transitions or summer programs which would eliminate regression.

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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by 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
- Dual-credit and/or college prep course completion 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

- Mobility rate, including longitudinal 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
- TTESS data
- T-PESS data
- Equity 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
- Study of best practices

Goals

Goal 1: Focus on Student Success

Performance Objective 1: Establish a culture in which we identify and personally invest in the unique gifts, talents, and successes of each student enrolled in BISD.

Evaluation Data Source(s) 1: Increase percent of students reporting that staff is interested in them as a person and show they care about the student and their success from 68% to 70%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase opportunities for students to be involved in extracurricular and co-curricular activities.	2.5	District and Campus Admin	Increase number of students participating in extra curricular and co-curricular activities.
Problem Statements: Student Academic Achievement 4			
2) Increase the number and variety of electives offered to students.	2.5	District and Campus Admin	Increase number and diversity of electives at the middle school and high school.
Problem Statements: School Processes & Programs 1			
3) Train teachers in the utilization of ELPS in lesson planning at all grade levels in order to utilize strategies that support ELL students.	2.4, 2.5, 2.6	District and Campus Admin	Increase in STAAR scores for ELL students.
Problem Statements: Demographics 1 - School Processes & Programs 2			
4) Continue implementation of a Two-Way Dual Language Model by supporting teachers in grades K-5 and expanding opportunities for Spanish in middle school.	2.4, 2.5, 2.6	District and Campus Admin	Increase in STAAR and TELPAS scores for ELL students.
Problem Statements: Demographics 1 - Student Academic Achievement 2			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of Bilingual/ESL students has increased from 26.7% in 2015-16 to 35.3% in 2019-20 which means Bridgeport ISD will need to continue to provide increased levels of second language supports and translation services for students and parents. Root Cause 1: Changes in the demographics of the community require the district to change processes in order to meet student needs.

Student Academic Achievement
Problem Statement 2: Bridgeport ISD ELL students have a 57% passing rate on STAAR compared to 74% for all students. Root Cause 2: Teachers need additional training and support in providing in-classroom supports for ELL students.
Problem Statement 4: The attendance rate for Bridgeport ISD remains below 97%. Root Cause 4: Campuses need a systematic program for encouraging student attendance.

School Processes & Programs
Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. Root Cause 1: Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.
Problem Statement 2: The number of district and campus needs require professional development above and beyond the mandated training days on the school academic calendar. Root Cause 2: Academic achievement shows a need for teachers to be highly trained and effective in their practice for struggling students.

Goal 1: Focus on Student Success

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

Evaluation Data Source(s) 2: Increase percent of students reaching Approaches Grade Level on STAAR from 74% to 76%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Monitor/Evaluate progress of student performance through routine review with focus on special education and ELL students.	2.4, 2.6	District and Campus Admin	Completed Student Level Reviews and increased scores on STAAR.
	Problem Statements: Student Academic Achievement 2, 3		
2) Provide aligned core curriculum with specificity to rigor of instructional tasks with a gradual release of instruction.	2.4, 2.5	District and Campus Admin	Use of scaffolding strategies, instructional rounds data, campus benchmark data to inform instruction and increase scores on STAAR.
	Problem Statements: Student Academic Achievement 1, 2, 3		
3) Increase supports to economically disadvantaged students through teacher professional development, tutoring transportation, and intentional intervention in order to provide services to students.	2.4, 2.6	District and Campus Admin	Increase in STAAR scores.
	Problem Statements: Student Academic Achievement 4		
4) Provide instructional resources, training, and assessment materials to PreK teachers in order to facilitate the transition from Pre-K to kindergarten.	2.5, 2.6	Campus Admin	Increase in Pre-K Circle assessment data and Kindergarten readiness assessment scores.
5) Increase supports to Special Education students through teacher professional development, ARD training, and monitoring of student services.	2.6	District and Campus Admin	Increase in STAAR scores for Special Education Students
	Problem Statements: Student Academic Achievement 3		
6) Increase supports to ELL students through teacher professional development, ELPS and TELPAS training, and monitoring of student services.	2.4, 2.6	District and Campus Admin	Increase in STAAR scores for ELL Students
	Problem Statements: Student Academic Achievement 2		
7) Provide professional development in special education processes and instructional strategies to all teachers in order to increase levels of supports to students.	2.4, 2.6	District and Campus Admin	Increase in special education STAAR scores.
8) Provide tutorials to students who have not met standards on state or local assessments in order to increase performance on STAAR and other standardized assessments.	2.4	District and Campus Admin	Increase in STAAR, SAT, and AP Scores.
	Problem Statements: Student Academic Achievement 1, 5		

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Bridgeport ISD Writing scores on STAAR remain low with 61% of students meeting Approaches Grade Level in 2019. **Root Cause 1:** Teachers need additional training and support in the area of writing for all grade levels and genres within the ELA curriculum.

Problem Statement 2: Bridgeport ISD ELL students have a 57% passing rate on STAAR compared to 74% for all students. **Root Cause 2:** Teachers need additional training and support in providing in-classroom supports for ELL students.

Problem Statement 3: Bridgeport ISD Special Education students have a 35% passing rate on STAAR compared to 74% for all students. **Root Cause 3:** Teachers need additional training and support in providing in-classroom supports for special education students.

Problem Statement 4: The attendance rate for Bridgeport ISD remains below 97%. **Root Cause 4:** Campuses need a systematic program for encouraging student attendance.

Problem Statement 5: The percentage of students scoring above criterion on SAT/ACT has remained below state and national averages, at 25% in 2019. **Root Cause 5:** Teachers need additional training and support in providing assistance for students to be prepared for the rigor of the SAT and ACT tests.

Goal 1: Focus on Student Success**Performance Objective 3: Prepare students to be college and career ready**

Evaluation Data Source(s) 3: Increase percent of students reporting they are aware of opportunities that can help them once they finish high school from 39% to 42%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Increase the number of students taking college entrance exams and increase performance on ACT and SAT assessments.	2.5, 2.6	District and Campus Admin	Increase performance on PSAT, ACT, and SAT
	Problem Statements: Student Academic Achievement 5 - Perceptions 1		
2) Increase student participation and performance in AP and dual credit courses.	2.5	District and Campus Admin	Increase in number of students completing AP and Dual Credit courses and taking the AP test.
	Problem Statements: School Processes & Programs 1 - Perceptions 1		
3) Provide middle school students with information regarding careers and graduation endorsements in order to develop interest and increased enrollment in CTE courses at the high school level.	2.5	Campus Admin	Increase in number of students taking CTE courses at the high school.
	Problem Statements: Perceptions 1, 3		

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 5: The percentage of students scoring above criterion on SAT/ACT has remained below state and national averages, at 25% in 2019. Root Cause 5: Teachers need additional training and support in providing assistance for students to be prepared for the rigor of the SAT and ACT tests.
School Processes & Programs
Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. Root Cause 1: Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.
Perceptions
Problem Statement 1: The percentage of students reporting they are aware of opportunities available after high school is 39% and 35% of parents report their child is aware of post high school options. Root Cause 1: Students in the intermediate and middle school grades may not be given sufficient access to post high school option information.
Problem Statement 3: The percentage of parents reporting students had a smooth transition between campuses is 63% and teachers report 65% of students are ready to transition to the next school year. Root Cause 3: Vertical alignment meetings occur to focus on curriculum, but may not address social or emotional needs that impact transitions or summer programs which would eliminate regression.

Goal 1: Focus on Student Success**Performance Objective 4:** Increase student participation in school and school related activities.**Evaluation Data Source(s) 4:** Increase Average Daily Attendance Rate from 96.4% in 2016-17 to 97% in 2019-20.**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize incentives for students who have perfect attendance or near perfect attendance in order to encourage students to be at school.	2.5	Campus Admin	Increase in attendance rate.
	Problem Statements: Student Academic Achievement 4		
2) Expand career and technical education options through cooperative agreements with community colleges and community members.	2.5	District Admin	Increase in options available through CTE at the middle school and high school level.
	Problem Statements: School Processes & Programs 1		
3) Contact parents of students who are chronically absent or who have transferred in order to develop a plan for increased attendance of individual students and share this information at annual parent meetings.	3.1, 3.2	Campus Admin	Increase in attendance rate.
	Problem Statements: Student Academic Achievement 4 - Perceptions 2		

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 4: The attendance rate for Bridgeport ISD remains below 97%. Root Cause 4: Campuses need a systematic program for encouraging student attendance.
School Processes & Programs
Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. Root Cause 1: Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.
Perceptions
Problem Statement 2: The percentage of parents reporting timely and effective communication is 37%. Root Cause 2: While multiple opportunities exist for parent/school communication, systematic communication channels may not be reaching all necessary audiences.

Goal 2: Focus on Organizational Excellence

Performance Objective 1: Hire and Maintain certified staff

Evaluation Data Source(s) 1: Increase teacher retention rate from 78.4% in 2017-18 to 80% in 2019-20.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide TEXES preparation resources, study aide materials and professional development opportunities for certification preparation.	2.4	District Admin	All staff earn required certifications for classroom, ESL, and Bilingual positions.
Problem Statements: School Processes & Programs 2			
2) Post positions on regional and state-wide job boards in order to advertise to additional candidates.	2.4	District Admin	All jobs filled in a timely manner by certified staff.
3) Attend teacher job fairs to attract candidates for open positions.	2.4	District and Campus Admin	All jobs filled in a timely manner by certified staff.
4) Use multiple methods to recognize staff in order to increase morale and retention of teachers and staff.	2.4	District and Campus Admin	Increase in levels of morale on staff survey.

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The number of district and campus needs require professional development above and beyond the mandated training days on the school academic calendar. Root Cause 2: Academic achievement shows a need for teachers to be highly trained and effective in their practice for struggling students.

Goal 2: Focus on Organizational Excellence

Performance Objective 2: Promote continuous improvement by providing educational opportunities that are job embedded, 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: Align 100% of staff development to Comprehensive Needs Assessment and District and Campus Advisory Team recommendations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Create and implement engaging, relevant lessons through team collaboration that fulfills expectations for planning.	2.4, 2.6	District and Campus Admin	Increase in STAAR scores
Problem Statements: School Processes & Programs 2			
2) Provide ongoing training for staff to target use of data, intervention and support for Professional Learning Communities.	2.6	District and Campus Admin	Increase in STAAR and benchmark scores.
Problem Statements: School Processes & Programs 2			
3) Provide resources and training in supporting special education students through scaffolding and targeted interventions in order to provide accommodations to access the general curriculum.	2.6	District and Campus Admin	Increase in STAAR scores for Special Education Students.
Problem Statements: Student Academic Achievement 2			
4) Provide training for Two-Way Dual Language program through embedded staff development and coaching in grades K-5.	2.4, 2.6	District and Campus Admin	Increase in STAAR and TELPAS scores for ELL students.
Problem Statements: Student Academic Achievement 2			
5) Provide a variety of training opportunities including face-to-face, online, and conferences in order to ensure teachers are able to grow in their professional practice.	2.5	District and Campus Admin	Increase in number of CPE hours logged in Eduphoria and Increase in STAAR scores.
6) Provide opportunities for teachers and administrators to attend regional and state-wide conferences in order to learn about current strategies and technology integration.	2.4	District and Campus Admin	Increase in number of CPE hours logged in Eduphoria and Increase in STAAR scores.

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Bridgeport ISD ELL students have a 57% passing rate on STAAR compared to 74% for all students. Root Cause 2: Teachers need additional training and support in providing in-classroom supports for ELL students.

School Processes & Programs
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Problem Statement 2: The number of district and campus needs require professional development above and beyond the mandated training days on the school academic calendar. Root Cause 2: Academic achievement shows a need for teachers to be highly trained and effective in their practice for struggling students.
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Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 1: Enhance student centered learning environment.

Evaluation Data Source(s) 1: Increase percent of students reporting teachers present lessons that are important and interesting from 63% to 66%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Extend opportunities for student centered learning through guided reading, writing workshop, guided math, technology integration, and higher order thinking in order to reach all students.	2.4	District and Campus Admin	Increase in student engagement
Problem Statements: Student Academic Achievement 1			
2) Increase opportunities for technology integration through a 1:1 program at all grade levels for the purpose of providing tools for student engagement and collaboration.	2.4	District and Campus Admin	Increase in student engagement
3) Provide training in the use of technology tools and learning management systems for the purpose of increasing student engagement with online resources.	2.4, 2.6	District and Campus Admin	Increase in student engagement

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Bridgeport ISD Writing scores on STAAR remain low with 61% of students meeting Approaches Grade Level in 2019. Root Cause 1: Teachers need additional training and support in the area of writing for all grade levels and genres within the ELA curriculum.

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

Performance Objective 2: Conduct formal and informal surveys with students throughout the year to discuss all aspects of operations and performance.

Evaluation Data Source(s) 2: Increase percent of students reporting teachers are interested in me as a person and show they like and care about them from 68% to 70%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) District and campus administrators meet with campus student groups throughout the year for the purpose of gathering and incorporating student feedback in planning and scheduling.	2.5	District and Campus Admin	Increase in student engagement and satisfaction
2) Identify opportunities for all students to engage in extracurricular activities in order to be an engaged student, improve overall program performance, and provide a well-rounded education.	2.5	Campus Admin	Increase in student participation in extracurricular activities.
	Problem Statements: Student Academic Achievement 4		
3) Determine opportunities for additional elective and CTE coursework opportunities through student surveys or discussions in order to provide additional classes and share those during transition meetings.	2.6	Campus Admin	Increase in elective and CTE coursework.
	Problem Statements: School Processes & Programs 1		

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: The attendance rate for Bridgeport ISD remains below 97%. Root Cause 4: Campuses need a systematic program for encouraging student attendance.
School Processes & Programs
Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. Root Cause 1: Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.

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

Performance Objective 3: Provide multiple family involvement and engagement opportunities to include district and private provider sources.

Evaluation Data Source(s) 3: Increase percent of parents reporting they feel communication is timely and effective from 37% to 40%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide notifications through multiple mediums to increase parent involvement and engagement.	3.1, 3.2	District and Campus Admin	Increase in parent participation on campus
	Problem Statements: Perceptions 2		
2) Provide resources for family education, parenting, training, and support from Communities in Schools.	3.1, 3.2	District and Campus Admin	Increase in attendance rates and student achievement
	Problem Statements: Perceptions 2		
3) Provide periodic district and campus newsletters for all stakeholders via multiple digital methods.	3.1, 3.2	District and Campus Admin	Increase in parent participation on campus and at school events
	Problem Statements: Perceptions 2		
4) Utilize social media tools in order to engage the community and share news from the district and individual campuses.	3.1, 3.2	District Admin	Increased parental involvement.
	Problem Statements: Perceptions 2		

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: The percentage of parents reporting timely and effective communication is 37%. Root Cause 2: While multiple opportunities exist for parent/school communication, systematic communication channels may not be reaching all necessary audiences.

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

Performance Objective 4: Partnerships are actively sought and involved in the education process.

Evaluation Data Source(s) 4: Increase percent of parents reporting the District has an expectation for continuous improvement from 50% to 53%.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Collaborate with Texas Workforce Solutions to determine grant areas for CTE and certification programs at the high school level.	2.6	District Admin	Grant awards for CTE programs
Problem Statements: School Processes & Programs 1 - Perceptions 1			
2) Collaborate with the Bridgeport Education Foundation to determine needs and award grants for teacher classrooms.		District and Campus Admin	Increase in grant awards for teachers
3) Utilize social media to publicize the partnerships the District maintains for the purpose of thanking partners and communicating about successful programs.	3.1, 3.2	District and Campus Admin	Increase in parental awareness of programs
4) Increase the attendance for parents and staff at District Advisory Council meetings in order to gather input and feedback with regards to the Comprehensive Needs Assessment and district plans.	3.1, 3.2	District Admin	Increase in attendance at DAC meetings
Problem Statements: Perceptions 2			

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Additional advanced coursework opportunities are needed in the area of Dual Credit, CTE, AP, and Pre-AP. Root Cause 1: Staff retirements in recent years have negatively impacted the ability for the district to offer certain classes and programs.
Perceptions
Problem Statement 1: The percentage of students reporting they are aware of opportunities available after high school is 39% and 35% of parents report their child is aware of post high school options. Root Cause 1: Students in the intermediate and middle school grades may not be given sufficient access to post high school option information.
Problem Statement 2: The percentage of parents reporting timely and effective communication is 37%. Root Cause 2: While multiple opportunities exist for parent/school communication, systematic communication channels may not be reaching all necessary audiences.

Goal 4: Focus on Accountability

Performance Objective 1: Ensure effective fiscal operations.

Evaluation Data Source(s) 1: Increase percent of staff reporting financial resources are prioritized to meet the needs of the campuses from 60% to 62%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Develop, adopt, and maintain a budget that will position Bridgeport ISD to be an attractive destination for good teachers to work and stay.		District and Campus Admin	Results of Expenditures by Goal, Performance Objective, and Strategy
2) Increase grant and creative funding opportunities and partnerships to support district goals.		District Admin	Recognition of Partnerships
3) Include staff and community input on budget decisions through the Campus and District Advisory Councils.		District Admin	Alignment of budget to campus and classroom needs.

Goal 4: Focus on Accountability

Performance Objective 2: Ensure effective plant operations.

Evaluation Data Source(s) 2: Increase percent of students reporting their school is clean and well maintained from 62% to 65%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Effectively maintain all physical plant facilities and identify areas for improvement and safety.		District Admin	Completion of work orders in a timely manner.
2) Develop long term plan to address future needs, expanding land and facilities.		District Admin	Long Range Plan

Goal 4: Focus on Accountability**Performance Objective 3:** Ensure the safety of BISD students and staff.

Evaluation Data Source(s) 3: Increase percent of students reporting their school is safe and welcoming from 74% to 76%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize school resource officers to conduct safety reviews, update safety plan, and train all staff on safety and security measures.		District Admin and Resource Officer	Updated safety plan
2) Implement social and emotional learning curriculum K-12 in order to support student needs and teach proactive, positive behaviors.	2.5	Campus admin	Better alignment of high school graduation endorsements to student interests.
	Problem Statements: Perceptions 1, 3		
3) Provide training in positive behavior supports to all staff in order to identify classroom discipline procedures.	2.5	District and Campus Admin	Decrease numbers of out-of-school placements for discipline.
4) Implement No Place for Hate campaign in order to provide opportunities for students to combat bullying and learn about positive interactions with peers.	2.5	District and Campus Admin	Decrease in discipline referrals for bullying behavior.

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The percentage of students reporting they are aware of opportunities available after high school is 39% and 35% of parents report their child is aware of post high school options. Root Cause 1: Students in the intermediate and middle school grades may not be given sufficient access to post high school option information.
Problem Statement 3: The percentage of parents reporting students had a smooth transition between campuses is 63% and teachers report 65% of students are ready to transition to the next school year. Root Cause 3: Vertical alignment meetings occur to focus on curriculum, but may not address social or emotional needs that impact transitions or summer programs which would eliminate regression.

Goal 5: Focus on 21st Century Learning

Performance Objective 1: Learning Standards are related to digital era.

Evaluation Data Source(s) 1: Increase percent of students reporting they have access to multiple ways of learning with technology when doing work and/or completing classes from 80% to 82%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide digital resources to deliver, assess, and monitor student needs to master content objectives.	2.4, 2.5, 2.6	District and Campus Admin	Student Achievement Results, Program Reports
2) Increase opportunities for credit recovery and accrual through online learning options at the middle school and high school.	2.4, 2.5, 2.6	District and Campus Admin	Increase in student credit accrual and graduation.

Goal 5: Focus on 21st Century Learning

Performance Objective 2: Provide service and/or tools that provide efficient access to a digital learning environment.

Evaluation Data Source(s) 2: Increase percent of students reporting they are able to use technology/computers, when needed, at school from 83% to 85%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Continue 1:1 program with appropriate devices at each grade level in order to provide sufficient technology infrastructure.	2.4, 2.5, 2.6	District and Campus Admin	Increased use of Chromebook carts and MacBooks.
2) Identify a replacement cycle and funding source for the transition from projectors to interactive televisions in all classrooms in order to provide opportunities for collaboration within small group and whole group instruction.	2.4, 2.5, 2.6	District Admin	Replacement of outdated and non-functioning projectors and Smart boards.
3) Identify needs for security cameras at all district and campus facilities in order to increase safety during and after school.		District Admin	Increase student safety and security.
4) Develop a refresh cycle and long-range plan for technology equipment and infrastructure.		District Admin	Implementation of refresh cycle for district technology.