

# Bridgeport High School

## 2015-2016 Annual Education Report

John LaGalo; Principal

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March 8, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Bridgeport High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal John LaGalo for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.bsos.k12.mi.us>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Priority school and we successfully met the exit criteria and **are no longer in Priority Status.**

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State law requires that we also report additional information.

## PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School attendance boundaries are set by the Board of Education. Out-of-district students apply through Schools of Choice. All 9th – 12th grade students attending the Bridgeport Spaulding Community School District are assigned to Bridgeport High School. However, several Bridgeport students attend offsite programs that best meet their needs.

## THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Bridgeport High School Improvement Plan focuses on best practices in evidence based math, reading and writing, as well as focusing in on improving positive behavior supports at school. English and math departments review curriculum to ensure alignment to the Common Core state standards, and propose curriculum adjustments to increase rigor and 21st century learning skill development. Continued alignment of social studies and science curriculum to the newly adopted state standards is occurring, as well as an ongoing transition to Springboard curriculum in all core area classes.

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: All students at Bridgeport High School will increase their skills in math through the development of instruction. This will result in students achieving proficiency status on standardized assessments.			
Strategies:		Curriculum Alignment - After a review of the Math Department's curriculum, it is evident that significant work needs to be completed in the are of Common Core implementation. Alg. I, Geom, and Alg. II classes will use the SpringBoard text to ensure vertical alignment as well as connecting lessons to the SAT.	
Goal 2: All students at Bridgeport High School will increase their skills in reading and writing through the development of instruction. This will result in students achieving proficiency status on standardized assessments.			
Strategies:		Curriculum Alignment - After a review of the ELA Department's curriculum, it is evident that significant work needs to be completed in the area of Common	

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		Core implementation. English 9, 10, and 11 classes will use the SpringBoard text to ensure vertical alignment as well as connecting lessons to the SAT.	
Goal 3: Bridgeport High School will increase achievement in all content areas by improving climate/culture and providing additional services.			
Strategies:		PBIS Team - The PBIS team will meet once per month to analyze the effectiveness of PBIS implementation.	
Goal 4: All students at Bridgeport High School will increase their skills in Science through the development of instruction. This will result in students achieving proficiency status on standardized assessments.			
Strategies:		Increase teacher's awareness of engaging instructional strategies - Teachers will study research based instructional strategies that will enhance their ability to engage students in learning.	

### A BRIEF DESCRIPTION OF OUR SCHOOL

Bridgeport High School is involved in several initiatives that target increased student achievement. These include: transitioning instruction to a Core 6-Marzano student-centered model, increasing the technology and space to better support students in online learning environments, transitioning from previous standards based on Grade Level Content Expectations to the Common Core state standards and Next Generation science standards (NGSS), motivating students to assert themselves on state standardized tests, and addressing behavioral challenges based on perception data that shows where more support for is needed through our Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention Supports (PBIS).

The school continues to take the following steps to accelerate student achievement:

1. Continue to analyze demographic, perception, student achievement, and program and process data to identify areas of need.
2. Differentiate instruction for all students.
3. Provide additional instructional support for students at-risk of not meeting challenging State standards through small group or one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.

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4. Provide additional instructional support for students at-risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff.

## CORE CURRICULUM

A copy of the core curriculum can be found <http://www.commoncore.org>. We have no variances from the Michigan state standards.

## AGGREGATE STUDENT ACHIEVEMENT RESULTS

[Aggregate Student Achievement Data - Supported Through MiSchoolData for Bridgeport Atkins Middle School](#)

## PARENT-TEACHER CONFERENCES

An average of 319 students were represented by a parent during the 9-12 Parent/Teacher Conferences. 54.4% of the students were represented by a parent.

## COLLEGE ENROLLMENT

Description	Number of Students	Percentage
Dual Enrollment	0	0%
College Equivalent Courses (AP/IB)	2 Classes 50 Students	4%
Students Receiving College Credit	5	2%

Bridgeport High School is committed to providing the best educational opportunities for all students. Although we are no longer identified as a Priority School, we continue to work to improve our achievement gap between our top and bottom 30%. The entire Bridgeport staff is committed to reducing gaps for other subgroup areas (special education, economically disadvantaged), as well. We are working to

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proactively identify students, who may reach their junior year lacking particular skill sets, related to these gaps. In addition, we are working to: expand access to our STEM program, incorporate instructional rounds to improve collaborative instructional practices, improve our teacher evaluation system, implement the Core 6 and Marzano 9 platforms, and address our culture and climate to assure all students perform to their highest potential.

Bridgeport High School has continued to make progress improving proficiency rates for students completing the SAT, ACT WorkKeys and MSTEP assessments, as well as our own interim assessments called NWEA. SAT and MSTEP proficiency scores increased in math, science, writing, reading, and social studies for the 2015-2016 academic year. We are especially pleased with our increase in math to 12.5% proficiency, this is nearly three times the previous year's mark, and in science to 14.8% proficiency, which is nearly four times the previous year's mark.

While we are pleased to have accomplished this growth, we are continuously working to improve math and literacy proficiency to assist our students in becoming college and career ready. We will continue to use our school resources to support instructional practices and learning as our professional learning communities expand their focus at all grade levels. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,

John LaGalo  
Principal  
Bridgeport High School