

Birdville Independent School District

District Improvement Plan

2018-2019



Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

Core Beliefs

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.
2. Every person is unique by design, with abilities, gifts and talents.
3. Every person has inherent value and unique potential.
4. All people are innately curious.
5. Relationships are an inherent human need.
6. Personal responsibility is essential and noble for all.
7. Family profoundly impacts who we become.
8. Character is developed through life experiences.
9. With a privilege comes responsibility and accountability.
10. A physically and emotionally safe environment encourages learning.
11. Learning is not limited by time or space.
12. Freedom is a universal desire to be promoted and preserved.
13. Values drive choices.
14. Change is constant.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
District Processes & Programs	8
Perceptions	9
Comprehensive Needs Assessment Data Documentation	9
Goals	13
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. . . .	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
District Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Birdville ISD is located in northeast Tarrant County and incorporates all or portions of five municipalities: Haltom City, North Richland Hills, Richland Hills, Watauga, Fort Worth, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper middle-class.

Students

The district serves 23,691 students (as of the Fall 2017 PEIMS submission) in grades EE (early childhood) through 12, of which 42% are Hispanic, 40% White, 9% Black/African American, 5% Asian, and 4% of other races. The percentage of Hispanic students has been steadily increasing over the past 15 years, while the percentage of White students has declined. The 2016-2017 school year was the first that the number of Hispanic students outnumbered White students.

While the race/ethnicity characteristics of the student population have changed considerably over time, the overall number of students has remained relatively constant within the 10 years, reaching a maximum of 24,329 students in the 2014-15 school year. Numbers have decreased by 3% (638 students) in 2017-18 as compared to 2014-15. These decreases have been attributed in part to the establishment of a large K-8 charter school within the district boundaries in the 2017-18 school year.

The number of students considered to be English learners (ELs) has doubled over the since 2009, and currently 20% of students are ELs. A total of 13,730 students (58%) participated in the free/reduced lunch program in 2017-18, which has remained relatively steady over the past 7 years. Approximately 10% of students are served by special education and 9% are served by gifted and talented services. Forty-six percent of students in the 2017-18 school year were considered as at risk for not graduating, according to the 13 state criteria for such a designation.

District four-year graduation rate for the class of 2017 was 90.7%, which was down from the 92.2% of students from the class of 2016 who graduated within four years of starting grade 9. Graduation rates for selected student groups in the class of 2017 were as follows: African American - 91.6, Asian - 92.9, Hispanic - 87.6, White - 92.4, At-risk - 82.9, Economically Disadvantaged - 85.8, Ever EL in HS - 80.2, Special Education - 77.8.

Student attendance rate was 94.7% in 2017-2018, which was down 1.0 percentage point from the 95.7% attendance rate for 2016-2017. Campus attendance rates appear to lag behind those of similar campuses across the state. According to data from the 2017 state accountability system, only 6 of 31 campuses were in the first quartile for attendance within their 40-campus comparison group with similar student demographics.

Teachers

A total of 1562 teachers were employed in the district during the 2017-18 school year, of these 76% were female, 80% were White, 13% Hispanic, 3% African American, 1% Asian, and 3% other race/ethnicity designations.

Teachers had an average of 11.4 years of experience in education and 8.0 years in the district. Of these, 52% had 5 or fewer year's experience in education, 19% had 6 to 10 year's experience, 22% had 11 to 20 years, and 8% had more than 20 year's experience in education. A total of 71% of teachers held Bachelor's degrees, 28% held Master's degrees, and 1% held Doctorate degrees.

Demographics Strengths

The overall size of the student population of BISD has been extremely stable, characterized by slow growth, with total number of students increasing only by a few percentage points over the past decade. This stability allows for relative ease in planning for instructional programs and funding.

Demographic changes in the community over the past 15 years has increased the cultural diversity of the families served by BISD. In addition to the large Hispanic population, there are significant Vietnamese and Arabic communities within the district. Such diversity brings rich cultural opportunities for all community members.

Birdville ISD has a long tradition of creating a family atmosphere for both employees and families served by the district. Many employees have attended school within the community and hold strong allegiance to the Birdville district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall student enrollment and attendance rates have decreased slightly over the past 3 years, despite efforts to make the district more attractive to families both within and outside the district and incentive programs designed to increase attendance.

Problem Statement 2: Four-year graduation rate for the class of 2017 decreased by 0.5 percentage points over the class of 2016 rate. **Root Cause:** Increases in the percentage of students who continued into their fifth year of high school and the percentage dropping out occurred for the all student group, which was impacted by increases for both the EL and special education groups.

Student Academic Achievement

Student Academic Achievement Summary

STAAR

The district has experienced steady improvement in performance on STAAR mathematics assessments over the past four years. Across elementary grades 3 through 5, math performance increased from 79% of students meeting the Approaches Grade Level (passing) standard in 2015 to 84% in 2018, with average percentage of items correct increasing from 65% to 69%. Even greater increases were experienced at middle school (grades 6 through 8), in which passing percentages increased from 75% to 82% between 2015 and 2018, and average percentage of items correct increasing from 54% to 62% over the same time period. On the Algebra I EOC, passing rates for first-time testers increased from 84% in 2015 to 89% in 2017, and average percentage correct increasing from 59% to 65% during the same time frame

However, similar gains were not experienced on STAAR reading/ELA exams over the same time periods. At the elementary level passing rates increased only slightly from 78% to 81% between 2015 and 2018, and passing rates at middle school dropped slightly from 75% to 74% during the same years. At high school, combined performance on the English I and English II EOCs also increased slightly from 73% to 74% passing for first-time testers. STAAR writing performance at the Approaches Grade Level standard has not improved over the past four years, with passing rates dropping from 69% to 64% in grade 4, and remaining constant at 71% in grade 7.

Science performance at Approaches has increased by 8 percentage points at grades 5 and by 10 percentage points at grade 8 from 2015 to 2018, while passing rates in Biology have remained above 90% over the same period. Grade 8 social studies passing rate decreased two points from 67% in 2017 to 65% in 2018, while at the same time statewide results increased by two points from 62% to 64%.

College-entrance Exams

BISD students have consistently scored above both the state and the nation on ACT assessments, with district composite scores ranging from 21.2 to 21.8 over the years 2012 through 2017. However, composite scores on the SAT for BISD students have been consistently below the national average for the graduating classes of 2012 through 2017, while they exceeded state averages over the same time period. The number of students testing either with the ACT or the SAT continues to increase steadily each year.

During the 2017-2018 school year, the district administered 3089 AP exams to 1615 students, which represented an all-time high for number of students tested. Of these students, 59% scored a 3 or higher on at least one exam, which exceeded the state average of 52%, and was slightly below the national rate of 61%. This is notable considering the district practice of testing all students enrolled in AP courses, whereas other district may selectively test only the highest performing students.

State Accountability

In the 2018 State Accountability system the district received an overall score of 88 and awarded a rating of B. District domain scores were 86 for Domain 1 – Student Achievement, 89 for Domain 2 – School Progress, and 87 for Domain 3 – Closing the Gaps. The district earned a Distinction Designation in Postsecondary Readiness for the first time, and was one of only 61 of the 1188 school districts in the state earning this honor. This Distinction is primarily based on campus level performance at the Meets Grade Level standard in comparison to other schools on their 40-campus comparison accountability groups.

Student Academic Achievement Strengths

District-wide STAAR performance in mathematics and science have increased steadily over the past four years and continues to exceed the state by 4 to 10 percentage points in grades 3-8 at the Approaches standard.

District performance on ACT and SAT consistently far exceeds performance at the state level, and approaches or exceeds national performance levels.

The district fared well under the new A-F accountability system, earning a high B and it's first district Distinction Designation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: District performance on STAAR reading and writing assessments has not improved appreciably over the past 4 years. This trend is most evident at the secondary level.

District Processes & Programs

District Processes & Programs Summary

Students in Birdville ISD are served by a number of specialized programs related to student need. According to the Fall 2017 PEIMS submission, 58% of BISD students are served by the free/reduced price lunch program, and 20% of students are English learners (ELs), served by bilingual or English as a second language (ESL) programs. The EL population has doubled over the past 10 years. Currently, 10% of students are served through special education, which is one percentage point higher than the 2016-2017 school year. The number of students served through special education increased from 2259 in October 2017 to 2483 in September 2018. Nine percent of students are served through the gifted and talented program.

The academic RtI program serves students in grades K through 9 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the academic RtI program has been moderately successful in moving students off of tiered interventions (see Strengths below), there remains a large proportion of students served on Tier 3, (14% in reading and 10% in math for grades K-8 as of May 2018), which is based in part on universal screener performance below the 10th percentile nationally.

The district also has begun a systematic approach to address student behavior through development of a behavioral RtI plan as outlined in the RtI manual. This plan includes the requirement that each campus maintains a Positive Behavior Intervention System (PBIS) framework.

District Processes & Programs Strengths

The percentage of students in grades K-8 requiring tiered interventions has decreased steadily since 2013-2014, the first year of implementation. For example, the percentage of student receiving tier 3 and tier 2 interventions in reading decreased from 37% in spring of 2014 to 28% in spring of 2018. In math the numbers reduced from 33% to 24% over the same time period.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: While the district has outlined a behavior RtI plan, it is unclear as to how campuses are accomplishing implementation of PBIS, and to what degree the plan is being followed as designed at the campus level.

Problem Statement 2: The number of students being referred and identified for special education services has increased consistently over the past 4 years.

The current system does not appear to have the capacity to provide adequate services to increasing numbers of students.

Perceptions

Perceptions Summary

The district does not currently collect data on a regular basis from students, parents and staff regarding their perceptions of district programs, processes, and procedures. The district does collect perception data on school safety issues on an intermittent basis.

In the fall of 2016 the district collected data from approximately 5300 students, 1200 parents, and 1700 staff members regarding school safety issues using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment and structural changes that have been made over the past several years to improve campus security, such as fencing, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered the following to be the top 5 safety issues of concern (in order from greatest to least): Bullying, Violence, Drugs, Weapons, Gangs

Staff considered these to be the top 5 safety issues on campus: Drop off/Pickup Area Safety, School Discipline, Bullying, School Crossing Safety, Drugs

Survey results also indicated the following regarding perceptions of school safety:

- Fifty-one percent of students and 67% of staff members reported always feeling safe at school.
- Sixty-six percent of students and 88% of staff members indicated that they have never been bullied at school
- Seventy-five percent of students indicated that they felt free to talk to a teacher or administrator if they had concerns about campus safety.
- Seventy-five percent of high school students indicated that they have never been bullied at schools, while 51% of high school parents reported that their child has never been bullied at school.

A similar survey of students, staff, and families will be administered in the 2018-2019 school year.

Perceptions Strengths

According to the 2016-2017 safety survey, 87% of students, 92% of parents, and 95% of staff members consider their/their students' campus to be safe and secure.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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, progress, and participation data,
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dyslexia 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 18, 2018

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

Evaluation Data Source(s) 1: Elementary: Fountas & Pinnell reading levels
Secondary: Lexile levels

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Build capacity to implement the district literacy plan at the campus level.	2.4, 2.5	Director of Teaching and Learning	a) Provide training for all staff to build their capacity to implement campus literacy plans (Caviness, Content Coordinators) b) Deploy campus leadership teams to lead the implementation of the District literacy plan (Smith, Caviness) c) Provide technical, consulting, and coaching support for campus implementation plans (Content Coordinators, OL Coordinator, Academic Coaches/Deans) d) Implement Model Classrooms to help teachers visualize practice in action (Smith, Lawson, Trammell)				
Funding Sources: 211 - Title I - 475000.00, 255 - Title II - 550000.00							

2) Implement the literacy plan through established priorities for system-wide literacy practices.	2.4, 2.5, 2.6	Executive Director of Elementary Education Executive Director of Secondary Education	a) Schedule ILT sessions and debriefs for campus instructional focus walks. (Ownby, Simmons) b) Infuse literacy-focused discussions into monthly principal meetings. (Ownby, Simmons) c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Ownby, Simmons) d) Assist principals in the monitoring of campus implementation of the district literacy plan. (Ownby, Simmons)				
3) Align processes that encourage and facilitate personalized learning for students.	2.4, 2.5, 2.6, 3.2	Director of Teaching and Learning	a) Determine a personalized learning framework that aligns appropriate District initiatives (Daniel) b) Develop and conduct training on the personalized learning framework for all campus leaders. (Daniel) c) Monitor, support and provide feedback to support campus implementation of personalized learning. (Daniel)				
4) Develop a district-wide comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework	2.5, 2.6	Director of Advanced Academics	a) Train all teachers of advanced academics classes in the CIR process. (Hyman, Fields) b) Develop a plan to expand genre options and rigorous text selections in advanced academics classes. (Hyman, Fields, Trammell) c) Develop and pilot a district-wide writing competition and publishing venue for advanced students. (Hyman, Onstott, Fields) d) Investigate and identify a middle school model to expand opportunities for middle school GT students to receive services with their peers (Hyman)				
Funding Sources: 211 - Title I - 15000.00							
							

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.	2.4, 2.5, 2.6	Director of Special Education	a) Align special education instructional practices to the literacy plan and Tier I priorities (Thomas, Burch, Johnson) b) Increase opportunities for collaboration between general education and special education teachers (Thomas, Burch, Johnson) c) Train all teachers on effective strategies to use with students receiving special education services (Thomas, Burch, Johnson) d) Require special education representation on LoL teams (Holt)				
2) Implement a collaborative process that requires general education and special education to monitor student progress on a regular and consistent basis.	2.4, 2.5, 2.6	Director of Special Education	a) Analyze current practice in monitoring student progress to ensure that campus data reviews include all students, including those with disabilities (Holt) b) Design a protocol for use by campuses in monitoring progress (Holt) c) Provide training on use of the protocol (Holt, Thomas, Burch, Johnson, Morgan, Craft, Beichler, Blackwell) d) Provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings (Holt, Thomas, Burch, Johnson, Morgan, Craft, Beichler, Blackwell)				

3) Develop and implement system-wide instructional practices appropriate for ELs.	2.4, 2.5, 2.6, 3.2	Director of Federal and State Programs	<ul style="list-style-type: none"> a) Provide quality training for all instructional staff to engage and support English learners (Polit, Saladin) b) Provide support for campus implementation of plans to improve learning for ELs (Polit, Saladin) c) Monitor language proficiency and academic performance data to identify where additional support is needed (Polit, Saladin) d) Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand (Polit, Saladin) 				
Funding Sources: 263 - Title III - 401000.00, 199 - General Funds: SCE - 270000.00, 199 - General Funds - 280000.00							
4) Evaluate current RtI processes and make adjustments in order to achieve system coherency	2.4, 2.5, 2.6	Director of Teaching and Learning Director of Federal and State Programs Director of Planning, Assessment, and Research	<ul style="list-style-type: none"> a) Conduct a study to determine current campus RtI practice and implementation of the district academic RtI plan (Holland) b) Identify gaps in implementation of the district academic RtI plan (Holland) c) Develop a corrective action plan (Miller, Smith) d) Revise and edit components of the academic RtI plan as identified in the gap analysis. (Miller, Smith) e) Periodically review campus RtI intervention schedules to ensure compliance with the district academic RtI plan. (Miller, Reeves) 				
Funding Sources: 199 - General Funds: SCE - 2820000.00, 211 - Title I - 2873506.00							
5) Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom		Director of Planning, Assessment, and Research	<ul style="list-style-type: none"> a) Generate a series of video training modules over the basic principles of the district continuous improvement model (Holland) b) Collect evidence from campuses and classrooms on successful use of continuous improvement in improving outcomes (Holland) c) Create and deliver a set of CI training opportunities for new-to-district teachers (Holland) 				

6) Enlist community and business partners to assist in providing support to students and families.		Director of Federal and State Programs	a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions (Walker) b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff (Walker) c) Create new community/business partnerships to enhance the academic and personal achievements of students (Walker) d) Monitor and maintain Adult Education and Literacy Grant (Walker)				
Funding Sources: 404 - Grant - 360467.14							
7) Use the whole-child tenets to engage parents and community in the educational process.	2.4, 2.5, 2.6	Director of Federal and State Programs	a) Convene a task force to research the whole-child tenets and make recommendations for resources to be used by campuses (Miller, Walker) b) Develop a model to be used by campuses based on the concept of the whole child and strategies to motivate children (Miller, Walker)				
							

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

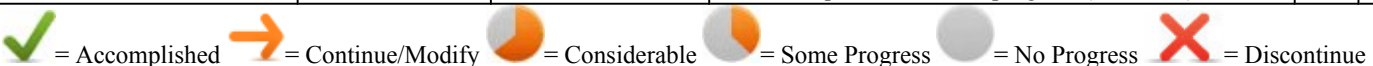
Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify and deploy a district-approved program that teaches social-emotional skills.	2.5	Director of Guidance and Counseling	a) Research programs that may serve as viable options for use within the district. (Layer) b) Identify a support team to assist with program identification and implementation. (Layer) c) Provide training to the support team. (Layer) d) Identify and communicate the desired dispositions. (Layer) e) Identify or design a student survey to determine levels of social-emotional development. (Layer)				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Deploy the district behavioral RtI plan	2.5	Director of Guidance and Counseling	a) Provide training on the district behavior RtI plan. (Layer) b) Identify needed support systems. (Layer) c) Provide a menu of options of PBIS systems for campus implementation. (Layer) d) Deploy PBIS systems at each campus. (Layer)				
2) Implement the behavioral RtI plan with fidelity.	2.5	Executive Director of Elementary Education Executive Director of Secondary Education	a) Train campus leaders to implement the behavior RtI plan (Ownby, Simmons) b) Require campuses to align research-based campus discipline management programs with requirements of the district RtI plan (Ownby, Simmons) c) Evaluate the implementation of the behavior RtI plan (Ownby, Simmons) d) Monitor campus implementation of PBIS (Ownby, Simmons) e) Monitor the assignment of students to the DAEP and their subsequent behavioral progress (Simmons)				
							

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and implement a district-wide program to incentivize student and staff attendance.	2.5	Executive Director of Student Services	a) Continue to communicate district requirements for developing campus plans to incentivize improved student and staff attendance (Kempe) b) Collect, review, and evaluate campus attendance plans against district-designed criteria (Kempe) c) Monitor plan implementation at each campus (Kempe) d) Provide funding for campuses to provide incentives to improve student attendance (Kempe, Dazey, Student Support Specialist) e) Develop and implement a system to track student attendance and review progress with principals on a six-weeks basis (Dazey)				
2) Implement the district's branding and marketing plan		Communications Officer	a) Redesign and launch the new district and campus websites that are ADA compliant (DoPorto) b) Expand the Birdville Family brand through electronic and print venues (Whitlock, Tweed)				







Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and deploy continuous improvement processes at the district department level		Director of Planning, Assessment, and Research	a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process (Holland) b) Develop and deliver continuous improvement training for department leaders (Holland)				
2) Collaborate with the Curriculum & Instruction Department to establish standards for classroom learning and the purchase of required resources.		Associate Superintendent of Finance/Operations	a) Develop educational specifications for each classroom identifying physical needs to support instructional activities (Hughes, Mathson) b) Create an Instructional Materials Allotment Committee (Freeman) c) Develop a framework for classroom furniture and allocate resources annually to update all educational facilities (Freeman)				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Foster a school community where students and staff feel safe and have a sense of belonging.	2.5, 3.2	Executive Director of Student Services	a) Review perception data from students, staff and parents to identify strategies to improve campus safety (Kempe, Thomas) b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being (Layer) c) Develop an enhanced Emergency Management System that engages community first responders (Kempe, Watkins) d) Develop procedures documents for teachers, students, and parents to follow in any type of campus emergency situation (Kempe)				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and implement a district-wide program that promotes an accident-free work environment.		Director of Business	a) Review and update the District accident prevention plan and related department safety plans. (Boynton) b) Require staff to review district plan and related department plans through the SafeSchools platform. (Directors, Principals) c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. (Boynton) d) Continue Safety Committee meetings per district plan. (Miller) e) Review and report claim information per the district plan. (Miller) f) Perform campus/building safety walk throughs as required by district plan. (Directors, Principals) g) Monitor the website notification system for Safety Hazard reporting. (Miller)				
							

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Actions	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents.	2.5	Director of Guidance and Counseling	a) Develop and distribute information and training modules to counselors. (Layer) b) Monitor implementation of training. (Layer)				
2) Develop and maintain a district-wide coordinated health program.		Director of Health Services	a) Establish and convene a district health advisory committee to develop or update the district-wide coordinated health plan. (Provence) b) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data. (Master)				
3) Identify and provide services to at-risk students that support their enrollment, attendance, and success.	2.4, 2.6	Executive Director of Student Services Director of Federal and State Programs	a) Monitor implementation of district dropout prevention plan. (Kempe) b) Improve delivery of services to students at risk of dropping out of school. (Kempe, Miller)				
Funding Sources: 199 - General Funds: SCE - 280000.00, 211 - Title I - 77700.00							
4) Implement Every Student Succeeds Act requirements regarding family and parental involvement.	3.1, 3.2	Director of Federal and State Programs	a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools (Miller) b) Conduct meaningful ways for parents to be involved in their child's education. (Miller, Walker, Polit)				
Funding Sources: 211 - Title I - 75600.00, 263 - Title III - 66000.00							
							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The campus must provide the date(s) that the CNA was developed or the date(s) that the CNA was reviewed and/or revised for the 2018-2019 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The campus must provide a list of the individuals and their roles who assisted with the development or the review of the CIP. The list must identify the individuals by name and roles.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The campus must provide the date(s) that the CIP was revised and/or evaluated for 2018-2019 school year.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus **must** indicate locations where the LEA made the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).

The district and Title 1, Part A campuses will ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (websites, emails, letters).

2.4: Opportunities for all children to meet State standards

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.
2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards.

2.5: Increased learning time and well-rounded education

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

2.6: Address needs of all students, particularly at-risk

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made

available to parents to improve the involvement in child's education and academic achievement.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify “other”).

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify “other”).

3.2: Offer flexible number of parent involvement meetings

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.

3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (specify “other”).

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$280,000.00
Sub-Total					\$280,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$270,000.00
1	2	4			\$2,820,000.00
3	3	3			\$280,000.00
Sub-Total					\$3,370,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$475,000.00
1	1	4			\$15,000.00
1	2	4			\$2,873,506.00
3	3	3			\$77,700.00
3	3	4			\$75,600.00
Sub-Total					\$3,516,806.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$401,000.00
3	3	4			\$66,000.00
Sub-Total					\$467,000.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$550,000.00

					Sub-Total	\$550,000.00
404 - Grant						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	2	6				\$360,467.14
					Sub-Total	\$360,467.14
					Grand Total	\$8,544,273.14