

Birdville Independent School District

District Improvement Plan

2019-2020



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.

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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 23,614 students (as of the Fall 2018 PEIMS submission) in grades EE (Early Education) through 12, of which 43% are Hispanic, 39% 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 over the same time period. The 2016-2017 school year was the first that the number of Hispanic students outnumbered White students in Birdville ISD.

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% in 2018-19 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 since 2009, and currently 21% of students are ELs. A total of 13,760 students (58%) participated in the free/reduced lunch program in 2018-19, which has remained relatively steady over the past 8 years. Approximately 10% of students are served by special education and an additional 10% are served by gifted and talented services. Forty-five percent of students in the 2018-19 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 1553 teachers were employed in the district during the 2018-19 school year, of these 77% were female, 80% were White, 14% Hispanic, 3% African American, 1% Asian, and 2% other race/ethnicity designations.

Teachers had an average of 11.7 years of experience in education and 8.1 years in the district. Of these, 29% had 5 or fewer year's experience in education, 26% had 6 to 10 year's experience, 29% had 11 to 20 years, and 16% had more than 20 year's experience in education. A total of 71% of teachers held Bachelor's degrees, 29% held Master's degrees, and less than 1% held Doctorate degrees.

Demographics Strengths

The overall size of the student population of BISD has been extremely stable over time, with total number of students increasing or decreasing by 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 have 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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







Goals

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:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to build capacity to implement the district literacy plan at the campus level.	Director of Teaching and Learning	a) Provide ongoing training for all staff to build their capacity to implement campus literacy plans b) Support campus leadership teams to lead the implementation of the District literacy plan c) Provide technical, consulting, and coaching support for campus implementation plans d) Support Model Classrooms to help teachers visualize practice in action				
2) Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.	Associate Superintendent of Curriculum and Instruction, Executive Director of Elementary Education, Executive Director of Secondary Education	a) Provide time for principals to conduct campus instructional focus walks and debriefing sessions. b) Infuse literacy-focused discussions into monthly principal meetings. c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. d) Assist principals in the monitoring of campus implementation of the district literacy plan.				






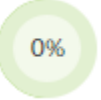
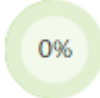
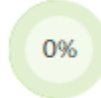

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Communicate and assist campuses in implementing personalized learning for students.	Director of Teaching and Learning	a) Develop and conduct training on the personalized learning framework for all campus leaders. b) Assist campuses in utilizing technology to further personalize learning for students. c) Monitor, support and provide feedback to support campus implementation of personalized learning.				
4) Continue to refine and implement a district-wide comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework.	Director of Teaching and Learning	a) Continue to provide rigor and relevance framework training for advanced academics teachers. b) Provide professional learning on new College Board resources for Advanced Academics teachers. c) Investigate and design options for high school enrichment options through a visiting scholar lecture series.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

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 student groups as measured by state and district assessments.

Evaluation Data Source(s) 2: Historical performance by student subgroup on state and district assessments

Summative Evaluation 2:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Design an elementary special education program model to maximize the amount of time students spend in the general education setting.	Director of Special Education	a) Conduct an evaluation of the elementary special education resource program. b) Identify and visit districts whose special education students achieve better results than BISD. c) Develop a model for BISD that maximizes the amount of time that special education students spend in the general education setting. d) Develop a three-year implementation plan for the proposed model.				
2) Train special education teachers to write and monitor appropriate goals that align to state assessment criteria and specifications.	Director of Special Education	a) Train special education teachers to analyze data in collaboration with general education teachers. b) Work with special education teachers to determine if IEP goals are aligned with STAAR assessment specifications. c) Track student performance to determine progress toward success on STAAR assessments.				
3) Develop and implement system-wide instructional practices appropriate for English learners.	Director of Multilingual Services	a) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. b) Identify and evaluate elementary campus needs to provide training and support for teachers of English Learners. c) Provide training and support for secondary campus sheltered instruction implementation plans. d) Develop systems and protocols to meet state and federal compliance for the identification and monitoring of English Learners.				

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Utilize the results of the RtI evaluation to develop a comprehensive district plan to improve delivery of RtI services.	Director of Teaching and Learning, Director of Federal and State Programs, Director of Planning, Assessment, and Research	a) Assemble a task force to develop a phase-in plan. b) Identify gaps in implementation of the district academic RtI plan. c) Develop a corrective action plan that aligns with the findings of the RtI evaluation. d) Strengthen the communication and monitoring of delivery of RtI services.				
5) Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.	Associate Superintendent of Curriculum and Instruction, Executive Director of Secondary Education, Executive Director of Elementary Education	a) Assemble a task force to develop a phase-in plan. b) Identify gaps in implementation of the district academic RtI plan. c) Develop a corrective action plan that aligns with the findings of the RtI evaluation. d) Strengthen the communication and monitoring of delivery of RtI services.				
6) Enlist community and business partners to assist in providing support to students and families.	Communications Officer	a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic and personal achievements of students.				
7) Use the whole-child tenets to engage parents and community in the educational process.	Director of Federal and State Programs	a) Research the whole-child tenets and make recommendations for campuses to use in implementing the tenets. b) Develop a model to be used by campuses based on the concept of the whole child and strategies to motivate children on a pilot basis. c) Provide resources and training to pilot campuses.				

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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 student survey.

Evaluation Data Source(s) 3: Social-Emotional Learning survey TBD

Summative Evaluation 3:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop a district curriculum for Social-emotional Learning.	Director of Teaching and Learning, Director of Federal and State Programs	a) Convene a taskforce to examine the social and emotional issues and needs of all students in BISD. b) Determine a curriculum to support the social and emotional needs of students. c) Provide professional learning to stakeholders d) Develop a deployment plan.				
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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 behavioral RtI Tiers 2 and 3.

Evaluation Data Source(s) 4: Behavioral RtI data records

Summative Evaluation 4:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Revisit the district behavioral RtI plan for the purpose of making any needed revisions.	Director of Guidance and Counseling	a) Convene a team to review current behavior RtI plan, assessments and interventions. b) Poll various campuses from all three levels to get input regarding processes, resources, and interventions to assess needed revisions. c) Acquire input regarding needed additional training toward resources or implementation. d) Make necessary revisions to district behavioral RtI protocol and provide access to all campuses. e) Provide additional training toward current/revised version of district behavioral RtI plan as needed.				
2) Monitor the fidelity of implementation of the behavioral RtI plan.	Executive Director of Secondary Education, Executive Director of Elementary Education	a) Monitor implementation of the behavior RtI plan on campus visits and when reviewing discretionary DAEP requests for persistent misbehavior. b) Review PBIS agendas and minutes during principal appraisal conferences and campus visits. c) Evaluate the research-based campus discipline management program implementation and the interface with the behavior RtI plan. d) Monitor the assignment of students to the DAEP and their subsequent behavioral progress. e) Audit use of listed resources in behavior RtI plan to determine future use and to explore the need for additional resources. f) Create a venue for campuses to share best practice for implementing the behavior RtI plan.				

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June


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 5: Increase the number of students meeting college and career readiness requirements.

Evaluation Data Source(s) 5: Number of students meeting TSI qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military, number of students who complete CTE certifications and/or licensures.

Summative Evaluation 5:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide equitable access to CTE courses for students at all high schools with a particular focus on students attending Shannon High School.	Associate Superintendent of C&I	a) Use the eDynamic course offerings to expand CTE participation b) Provide school transportation to BCTAL for Shannon students interested in courses that require face-to-face instruction, certification, and licensures. c) Research the possibility of adding CTE staff to support additional CTE courses at Shannon due to decrease in student enrollment at Shannon in Marketing and Business classes. d) Investigate ways to off-set the costs to students for participating in several of the certification and licensures CTE programs.				
2) Research various ways that Shannon's schedule can align more closely with BCTAL, such as Shannon students starting or ending at BCTAL.	Executive Director of Secondary Education, Director of CTE Director of Counseling	a) Have principal to work with Directors of CTE and Counseling to see how more students could access BCTAL at the beginning and ending of school. b) Utilize online options such as Edgenuity and eDynamics to provide students with greater flexibility in course selections. c) Increase Business Marketing Certification at Shannon such as Microsoft Office.				

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Provide support to all high school students, with a focus on students attending Shannon High School, in order to help them meet career and college readiness standards.	Associate Superintendent of HR, Governance, and Support Services, Executive Director of Secondary Education	a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and Federal State Program Director to provide support in meeting career and college readiness requirements. b) Utilize the individualized graduation plan process to ensure that specific steps are implemented to address student preparation for meeting TSI passing rates as well as other career and college readiness requirements. c) Progress monitor all identified at-risk and/or 504 students, particularly focusing on all Shannon HS students, to determine the status of students' progress and to make appropriate adjustments to services and/or accommodations. d) Administer a survey to all high school students to determine post-secondary plans, including military service. e) Research the possibility of providing JROTC at Shannon HS.				
4) Research other alternative high schools in order to learn different methods and strategies being used to meet career and college readiness requirements in Domain 2a and 3 of the state accountability system.	Associate Superintendent of C&I	a) Look at state data to determine alternative schools that are scoring better than Shannon. b) Schedule visits to see what these schools are doing that could be replicated in Birdville. c) Develop a plan for future improvement based on findings from researching successful examples of alternative schools.				
						

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: Overall district ADA as per Summer PEIMS submission

Summative Evaluation 1:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement the district plan to improve student and staff attendance and collect data on strategies that appear to be effective.	Executive Director of Secondary Education, Executive Director of Elementary Education	a) Provide funding for campuses to provide incentives to improve student attendance. b) Monitor student attendance and review progress with principals on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at district level meetings. d) Audit use of campus attendance incentive funds to determine future allocations for each campus.				
2) Implement the district's branding and marketing plan.	Communications Officer	a) Finalize brand development. (Thomas, Tweed, DoPorto, Whitlock) b) Develop core messaging to drive the BISD brand forward.(Thomas, Tweed, DoPorto, Whitlock) c) Develop a quarterly digital and social messaging plan. (Thomas, Tweed, DoPorto, Whitlock)				
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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: Evaluation of goal achievement as per department improvement plans

Summative Evaluation 2:

Strategy Description	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) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes.				
2) Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment.	Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction	a) Identify and communicate standards. b) Prepare a set of written guidelines. c) Develop processes and procedures to implement the guidelines. d) Communicate standards down to the level of the classroom teacher.				
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Source(s) 1: District safety survey of students, parents and staff

Summative Evaluation 1:


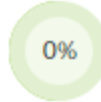





Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	Executive Director of Student Services	a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to work with district and campus administrators to identify and address safety and social-emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campuses and district work sites. e) Develop an appropriate and effective method for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.				
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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: Annual report of worker's compensation claims

Summative Evaluation 2:

Strategy Description	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) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to review district plan and work with district staff on monitoring and reporting to Safety Committee and related district staff.	 0%	 0%	 0%	
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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: Annual review of district improvement plan requirements

Summative Evaluation 3:

Strategy Description	Monitor	Actions	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.	Director of Guidance and Counseling	a) Develop and distribute information and training modules to counselors. b) Monitor implementation of training.				
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 that includes mental health issues. (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.	Director of Guidance and Counseling, Director of Federal and State Programs	a) Monitor implementation of district dropout prevention plan. b) Improve delivery of services to students at risk of dropping out of school. c) Develop a plan to involve campuses that will increase parent involvement and support.				
4) Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.	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. b) Conduct meaningful ways for parents to be involved in their child's education.				
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