

Birdville Independent School District

District Improvement Plan

Improvement Plan

2020-2021



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 23,576 students (as of the Fall 2019 PEIMS submission) in grades EE (Early Education) through 12, of which 44% are Hispanic, 38% White, 9% Black/African American, 5% Asian, and 4% of other races. The percentage of Hispanic students has been steadily increasing over the past 16 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 2019-2020 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 22% of students are ELs. A total of 13,878 students (59%) participated in the free/reduced lunch program in 2019-20, which has remained relatively steady over the past 9 years. Approximately 11% of students are served by special education and an additional 9% are served by gifted and talented services. Forty-two percent of students in the 2019-20 school year were considered as at risk for not graduating, according to the 14 state criteria for such a designation. District four-year graduation rate for the class of 2018 was 92.6%, which was up from the 90.7% of students from the class of 2017 who graduated within four years of starting grade 9. Graduation rates for selected student groups in the class of 2018 were as follows: African American - 95.1, Asian - 97.1, Hispanic - 90.7, White - 93.3, At-risk - 82.9, Economically Disadvantaged - 89.7, Ever EL in HS - 80.2, Special Education - 75.2. Student attendance rate was 95.5% in 2017-2018, which was down 0.3 percentage point from the 95.8% attendance rate for 2016-2017. Campus attendance rates appear to lag behind those of similar campuses across the state. Due to COVID-19, all campuses received a rating of Not-Rated: Declared State of Disaster accountability rating for the 2019-2020 school year.

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.

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 and math literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels

Secondary: Lexile levels

Elementary: CLI Engage - Circle (prekindergarten), CLI Engage - KEA (kindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades 1-5), grades 3-5 reading and math TEA Interims

Secondary: STAR Renaissance, grades 6-8 and Algebra TEA Interims

Summative Evaluation: None

Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.

- Actions:** 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.

Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 2: Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.

<p>Actions: 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. e) Provide intensive writing training to special education resource teachers.</p> <hr/> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Executive Director of Elementary Education, Executive Director of Secondary Education</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
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Strategy 3: Communicate and assist campuses in implementing personalized learning for students.

<p>Actions: 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.</p> <hr/> <p>Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
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Strategy 4: Continue to refine and implement a district-wide comprehensive plan for secondary gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.

<p>Actions: a) Continue to provide professional learning on new College Board resources for Advanced Academics teachers. b) Investigate and design options for high school enrichment options through a visiting scholar lecture series, student ambassador model and HE partnerships.</p> <hr/> <p>Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
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Strategy 5: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.

- Actions:** a) Implement the local plan for Reading Academies.
 b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules.
 c) Conduct continuous improvement PDSA on year one implementation of reading academies at each quarter.
 d) Develop year two implementation plan.

Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 6: Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.

- Actions:** a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific.
 b) Provide 30 hours of documented professional development relevant to early childhood annually until 150 hours are completed (half of the professional development hours must include interaction with an instructional coach) based on district professional development (PD) plan.
 c) Convert existing half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan.
 d) Implement a curriculum in the prekindergarten programs that addresses all ten developmental domains.
 e) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.
 f) Address co-teach training for prekindergarten and Early Childhood Special Education teachers and maintain the co-teach model in current classrooms.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Federal, State and Local Programs, Director of Special Education Programs, Director of Multilingual Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 7: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.

- Actions:** a) Continue to support and train campuses with the BAS assessment.
 b) From grades prekindergarten - 3rd , train teachers and campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.
 c) Train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.
 d) Monitor progress made of grades prekindergarten - 3rd students based on assessment instruments being used for reading and math.
 e) Oversee the implementation of progress monitoring windows.

Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics, Director of Planning, Assessment and Research, Director of Multilingual Services, Director of Federal and State Programs

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 8: Monitor implementation of full day prekindergarten program.

- Actions:** a) Create sample schedules for campuses to utilize that maximize instructional minutes.
 b) Set up a model classroom with the new furniture to allow other teachers to utilize.
 c) Monitor implementation of prekindergarten co-teach model with Early Childhood Special Education classrooms.
 d) Schedule campus walks with Early Childhood Coordinator and Director of Federal, State and Local Programs to monitor implementation of the curriculum.
 e) Survey prekindergarten teachers on implementation of full day vs. half day classes on what worked and what needs to be modified for future implementation.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Federal, State and Local Programs, Director of Special Education Programs, Director of Multilingual Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Summative Evaluation: None

Strategy 1: Continue to implement the recommendations based on program evaluation conducted Fall of 2019 to ensure program quality, coherency, and efficiency.

- Actions:** a) Develop a plan based upon the program evaluation to restructure the manner in which elementary resource classrooms serve students.
 b) Identify and visit districts whose special education students achieve better results than BISD.
 c) Refine a three-year implementation plan based upon the program evaluation.
 d) Conduct an evaluation of the secondary inclusionary model of instruction for students with disabilities in order to determine a consistent model that will be used across the district.
 e) Assemble a taskforce for the purpose of designing a transition program that meets federal and state requirements.
 f) Restructure the utilization of the special education behavior facilitators in order to enhance behavioral supports to campuses.
 g) Develop and implement standards for all specialized programs to provide consistency and compliance.

Staff Responsible for Monitoring: Director of Special Education

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 2: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning.

- Actions:** a) Provide professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction).
 b) Track student performance to determine progress toward success on STAAR assessments.
 c) Provide professional development for special education teachers for the purpose of reporting progress on the IEP (through SuccessEd).

Staff Responsible for Monitoring: Director of Special Education

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 3: Develop and implement system-wide instructional practices appropriate for English Learners.

- Actions:** 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 in the use of data analysis to develop campus sheltered instruction implementation plans.
 d) Develop systems and protocols to meet state and federal compliance for the identification and monitoring of English Learners.

Staff Responsible for Monitoring: Director of Multilingual Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

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Strategy 4: Utilize the results of the RtI task force to implement a multi-tiered system of support (MTSS) for identified students.

- Actions:** a) Strengthen the communication and monitoring of delivery of MTSS services.
 b) Provide ongoing training for all staff to build their capacity to implement MTSS.
 c) Support campus leadership teams to lead the implementation of MTSS.
 d) Provide technical, consulting, and coaching support for campus implementation plans.
 e) Implement a behavioral assessment screener three times a year and enter student data in SuccessEd.
 f) Implement SEL tier 1 curriculum to align with the whole child tenets.
 g) Provide professional learning to support tiered behavior interventions.
 h) Provide supplemental resources to support SEL.

Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Federal and State Programs, Director of Planning, Assessment, and Research and Director of Counseling Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.

- Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support.
 b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.
 c) Collect examples during campus walk-throughs.
 d) Model examples of goal setting and digital data folders during LOL.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Executive Director of Secondary Education, Executive Director of Elementary Education

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 6: Enlist community and business partners to assist in providing support to students and families.

<p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Communications Officer</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 7: Develop, train and implement a protocol to ensure identification and accurate coding of all students who qualify to receive services under the fourteen at-risk indicators.

<p>Actions: a) Continue to provide quarterly reports to monitor services based on coding. b) Continue to ensure completion and alignment of services of coding prior to each PEIMS submission. c) Refine and implement the ability to automate the coding process which would provide timely reports to campuses and stakeholders. d) Refine communication process to all stakeholders students who meet one or more of the at-risk factors for dropping out of school. e) Continue annual training with expanded stakeholders regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines.</p> <p>Staff Responsible for Monitoring: Director of Federal, State and Local Programs, Director of Planning, Assessment and Research, Executive Director of Technology</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 8: Create more equitable programming to access services based upon special education, RtI, EL, and 504.

- Actions:** a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee.
 b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program.
 c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services.
 d) Continue to provide intense ELAR training to special education resource teachers in response to RDA.

Staff Responsible for Monitoring: Director of Federal, State and Local Programs, Director of Special Education Programs, Director of Multilingual Services, Director of Counseling Services, Director of Teaching and Learning and Advanced Academics, Executive Director of Student Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

None

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June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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 Sources: Social-Emotional Learning survey TBD





Summative Evaluation: None

Strategy 1: Implement a district curriculum for social-emotional learning.	
Actions: a) Develop a deployment plan for implementing SEL curriculum. b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients.	Formative
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Staff Responsible for Monitoring: Director of Counseling Services	
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Behavioral RtI data records

Summative Evaluation: None

Strategy 1: Implement with fidelity the behavioral RtI plan.	
<p>Actions: a) Ensure that every campus has trained staff in the implementation of the behavior RtI plan with established procedures. b) Audit PBIS agendas and minutes during principal appraisal conferences and campus visits. c) Require each campus to implement a research-based campus discipline management program that aligns with and supports the district behavior RtI tiered plan. d) Require campuses to use SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. 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. g) Review the process for discretionary placement and provide campus administrative staff training to ensure proper DAEP placement for students served by special education. h) Research and develop a plan for implementing programs that address mandatory placement and training for DAEP staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Secondary Education, Executive Director of Elementary Education, Executive Director of Student Services</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Increase the number of students meeting college, career and military readiness requirements.

a) Increase the students who will meet progress monitoring targets for college readiness standards as specified by HB3.

b) Increase the students who will meet progress monitoring targets for career readiness standards as specified by HB3.

Evaluation Data Sources: 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: None

Strategy 1: Provide equitable access to CTE courses for students at all high schools with a particular focus on students attending Shannon High School.	
<p>Actions: a) Use the eDynamic course offerings to expand CTE participation. b) Continue to provide school transportation to BCTAL for Shannon students interested in courses that require face-to-face instruction, certification, and licensures. c) Provide funds to off-set the costs to students for participating in certification and licensures CTE programs. d) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet work force readiness skills. e) Assist in identifying additional businesses who provide work-based opportunities for special needs students.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of C&I</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 2: Research various ways that Shannon's schedule can align more closely with BCTAL, such as Shannon students starting or ending at BCTAL.	
<p>Actions: a) Continue to work with principals and other staff to provide more accessibility for students to BCTAL programs. b) Continue to utilize online options such as Edgenuity and eDynamics to provide students with greater flexibility in course selections. c) Continue to increase Business Marketing Certification at Shannon such as Microsoft Office.</p> <p>Staff Responsible for Monitoring: Executive Director of Secondary Education, Director of CTE, Director of Counseling</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 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.

<p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of HR, Governance, and Support Services, Executive Director of Secondary Education</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 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.

<p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of C&I</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Expand the opportunities for high school students to meet CCMR indicators.

- Actions:**
- a) Continue to provide students interested in Dual Credit courses and all seniors the opportunity to take the TSI at BISD testing sites.
 - b) Continue to offer the SAT School Day at all BISD High Schools for all juniors in the Spring semester and all seniors at no cost to the student.
 - c) Provide test prep for college entrance exams to students through a variety formats.
 - d) Continue to implement an intensive tutorial program for the Collegiate Academy of Birdville students for the TSI and PSAT.
 - e) Continue to pay for all sophomores and juniors to take the PSAT/NMSQT.
 - f) Continue to pay for all 8th graders to take PSAT 8/9.
 - g) Utilize the AP potential list to provide guidance counseling for students.
 - h) Review coding information for CCMR to ensure accuracy in the fall.
 - i) Continue to increase industry-based certifications by identifying and removing barriers for certification testing.
 - j) Examine industry-based certifications test data and enter into Skyward for PEIMS submission.
 - k) Continue to administer fall and spring senior survey regarding CCMR intent upon graduation.
 - l) Continue to pay for students to take industry-based certification exams.
 - m) Continue to provide opportunities for students to take the ASVAB.
 - n) Continue to confirm enlistment from recruiters.
 - o) Increase participation in development math and English college preparatory courses.
 - p) Continue to communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers.
 - q) Expand 7th and 8th grade AVID elective cohorts at Richland MS.
 - r) Develop transition plan and adopt an MOU for the Collegiate Academy of Birdville's junior class to TCC in 21-22.

Staff Responsible for Monitoring: Director of Teaching, Learning and Advanced Academics and Director of CTE

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 Sources: Overall district ADA as per Summer PEIMS submission

Summative Evaluation: None

Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.

- Actions:** 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.
 e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.

Staff Responsible for Monitoring: Executive Director of Student Services, Assistant Director of Student Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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Strategy 2: Implement the district's branding and marketing plan.

- Actions:** a) Finalize brand development.
 b) Develop core messaging to drive the BISD brand forward.
 c) Develop a quarterly digital and social messaging plan.

Staff Responsible for Monitoring: Communications Officer

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

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No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.

Summative Evaluation: None

Strategy 1: Develop and deploy continuous improvement processes at the district department level.	
<p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Director of Planning, Assessment, and Research</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 2: Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment.	
<p>Actions: a) Identify and communicate standards. b) Revise written guidelines and procedures for furniture requests. c) Develop processes and procedures to implement the guidelines. d) Communicate standards to all levels, including the classroom teacher.</p> <p>Staff Responsible for Monitoring: Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 3: The district will recruit, employ and retain quality teaching, administrative, and support staff to attain excellence in student performance.

Actions: Create a new hire report which will reflect credentials of new hires in the above areas.
 Create a recruitment schedule showing the programs recruiting from at the end of the year.
 Report the number of vacancies in the above areas the beginning of each quarter.

Staff Responsible for Monitoring: Director of Human Resources

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

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Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: District safety survey of students, parents and staff

Summative Evaluation: None

Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.

- Actions:**
- 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.
 - g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.
 - h) Implement the Anonymous Alerts and Threat Assessment system.

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Staff Responsible for Monitoring: Executive Director of Student Services

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

None



No Progress



Accomplished



Continue/Modify







Discontinue

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 Sources: Annual report of worker's compensation claims

Summative Evaluation: None

Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment.	
<p>Actions: 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) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. 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 work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff.</p> <p>Staff Responsible for Monitoring: Director of Business</p> <p>Title I Schoolwide Elements: None</p>	Formative
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<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Annual review of district improvement plan requirements

Summative Evaluation: None

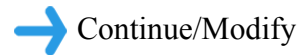
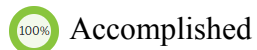
Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.	
Actions: a) Continue to distribute information and provide training modules to counselors. b) Continue to monitor the effectiveness of the delivery of services. c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Director of Counseling Services	
Title I Schoolwide Elements: None	Problem Statements: None
Funding Sources: None	
Summative	
June	
Strategy 2: Develop and maintain a district-wide coordinated health program.	
Actions: 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)	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Director of Health Services	
Title I Schoolwide Elements: None	Problem Statements: None
Funding Sources: None	
Summative	
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Strategy 3: Design and provide services that align and support academic achievement and reduce the dropout rate for at-risk students that meet one or more of the fourteen state criteria.

<p>Actions: a) Develop a plan for the use of state compensatory education funding. b) Identify gaps in implementation of district dropout prevention plan. c) Develop a corrective action plan based upon the fourteen at risk factors to improve delivery of services of all qualifying students. d) Strengthen the communication and monitoring of delivery of at risk services. e) Develop a plan to involve campuses that will increase parent involvement and support for at-risk students. f) Implement professional learning for 20-21 that will address the needs of staff working with at-risk students. g) Provide professional learning to staff members who are responsible for serving students who qualify as at-risk in using SuccessEd for the purpose of progress monitoring.</p> <p>Staff Responsible for Monitoring: Director of Counseling Services, Director of Federal and State Programs, Director of Business</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Strategy 4: Implement requirements of the Every Student Succeeds Act regarding family and parental engagement.

<p>Actions: a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title I, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs, Director of Multilingual Services</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
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Addendums