

Birdville Independent School District

Birdville High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Birdville High School seeks to serve and educate all students within a learning environment that inspires and empowers our students to become an integral part of their community.

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2020

Demographics

Demographics Summary

Here is a demographics summary for Birdville High School: Student Enrollment = 2077, Asian = 2.8%, African American = 9.2%, Hispanic = 30.9%, Native American = 0.5%, Pacific Islander = 0.3%, Multiracial = 3.3%, White = 53.1%, 9th grade = 557, 10h grade = 522, 11th grade = 509, 12th grade = 489, Female = 48.8%, Male = 51.2%, LEP = 8.7%, At Risk = 48.2%, Econ = 38%, Dyslexia = 6.3%, GT = 14.6%, SPED = 8.1%, ADA = 95.16%.

Demographics Strengths

Stable enrollment over the years... consistently around 2,000 - 2,100 each year

Ethnicity breakdown has remained consistent over the past 5 years

Student Learning

Student Learning Summary

Birdville High was identified as needing "Additional Targeted Support" in the Asian student subgroup.

54% of all Birdville High students taking AP exams in 2019 scored a 3 or higher on their exams which was an increase from 53% in 2018.

ACT and SAT scores of Birdville High students in 2018-19 exceeded the state and national scores in all areas.

Data was used from the previous school year because it was determined that last year's data (2019-20 school year) was not a good source to base our decisions on due to the statewide school shutdown in March 2020 due to the COVID-19 pandemic.

Student Learning Strengths

Birdville High School earned the highest accountability rating under 2019 TEA Accountability System (no TEA accountability data for 2020).

Achievement Score = 91

Growth Score = 82

Performance Score = 84

Closing the Gaps Score = 84

Overall Score (Target = 90+ is the "A" category) - 89 (we were 1 point away from meeting our target)

ACT and SAT scores of Birdville High students in 2018-19 exceeded the state and national scores in all areas.

Our campus received 4 of 7 Distinction Designations for the 2018-19 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our campus did not receive the Distinction Designation from TEA in the areas of "Academic Achievement in English Language Arts/Reading, Academic Achievement in Social Studies, and Postsecondary Readiness". **Root Cause:** Increased number of students of historically underperforming subgroups.

School Processes & Programs

School Processes & Programs Summary

Leaders of Learners program, CIR / Rigor Walks, Continuous Improvement, BOLD Literacy, CORE Value program, Hope Squad, Canvas Learning Management System

School Processes & Programs Strengths

Our Leaders of Learners team is a strength for our campus. This group of teacher leaders help to monitor the Continuous Improvement initiatives on our campus through LOL training provided by our district and also from campus visits to other high performing schools within our campus comparison group.

Our CORE Value program is a strength for our campus, and this year we are adding the Character Strong curriculum. We recognize students each six weeks at our "Outstanding Students of the 6 Weeks" breakfast recognition ceremony... and students are recognized for exhibiting a particular CORE value of the 6 weeks. Family members attend these recognition ceremonies and this program has grown into a positive strength for our campus over the past several years.

Another strength is our special services programs. We serve students with OHI, auditory/visual/deaf impairments, intellectual & learning disabilities, and autism. We have a program called "Birdville Buddies" where we partner a general education student with a special education student and it is a highlight of our campus, without a doubt! This program grows in popularity every year (indicated by the increasing number of students that want to join Birdville Buddies) and we are so thankful for the inclusive environment this program has brought to our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: BOLD Literacy is a continuing initiative this year that needs to build through increased training of our staff. **Root Cause:** Students reading below grade level

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Revised/Approved: September 15, 2020

Goal 1: All 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: Increase performance on Domain 1 (Student Achievement) of the state accountability system by 2 points over 2019. (BHS in 2019 = 91)

Evaluation Data Sources: Domain 1 performance in 2019 (no accountability data from 2020):

Summative Evaluation: None

Strategy 1: Implement Tier 1 Priorities in each content area.	
<p>Actions: Action A. Implement a process for monitoring implementation of tier 1 priorities</p> <p>Action B. Develop and implement a plan to increase leadership density throughout the system around Tier 1 priority implementation.</p> <p>Action C. Allocate necessary resources to implement Tier 1 priorities</p> <p>Action D. Use screener data to provide differentiated Tier 1 instruction.</p>	Formative
	Nov
	Jan
	Mar
Summative	
<p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators</p>	
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p>
<p>Comprehensive Support Strategy</p>	
<p>Additional Targeted Support Strategy</p>	
June	

Strategy 2: Embed literacy instruction in all content areas within Canvas learning platform.

<p>Actions: Action A. All teachers receive Canvas training specific to their content areas.</p> <p>Action B. Use screener data and teacher feedback to make decisions on next steps.</p> <p>Action C. Tier 1 Priorities used in all content areas to enhance literacy instruction</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p> <hr/> <p>Additional Targeted Support Strategy</p>	Formative
	Nov
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	Summative
	June

Strategy 3: Align and revise the comprehensive professional learning plan to address the needs of teachers for effective instructional delivery in both remote & face-to-face learning environments.

<p>Actions: Action A. Support the staff in accomplishing their personalized learning goals established in T-TESS.</p> <p>Action B. Allocate resources to support the professional learning plan.</p> <p>Action C. Provide a system for teachers to share or evidence their professional learning that align with Tier 1 priorities.</p> <p>Action D. Support teacher growth through collaborative walks focused on rigor</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
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	Summative
	June

Strategy 4: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.





<p>Actions: Action A. Utilize case managers and/or ESL team for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services.</p> <p>Action B. Allocate resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student needs.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus SPED Case Managers, Diagnostician, ESL Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Formative
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	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Increase performance on Domain 2 (Student Progress) of the state accountability system by 3 points over 2019. (BHS in 2019 = 83)

Evaluation Data Sources: Domain 2 performance in 2019 (no accountability data from 2020):

Summative Evaluation: None

Strategy 1: Establish and monitor a system of continuous improvement for the classroom	
<p>Actions: Action A. Implement a coordinated plan for training teachers on classroom continuous improvement through PLCs and Departments lead by our LOL team</p> <p>Action B. Continue CI implementation process with classroom mission statements, PDSA, and student data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators</p>	Formative
	Nov
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<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Increase performance on Domain 3 (Closing Performance Gaps) of the state accountability system by 3 points over 2019. (BHS in 2019 = 86)

Evaluation Data Sources: Domain 3 performance in 2019 (no accountability data from 2020):

Summative Evaluation: None

Strategy 1: Monitor students served through special programs by following the district's framework to ensure equitable and responsive learning environments to close learn gaps.

Actions: Action A. Investigate schools from our comparison group that have been successful in closing performance gaps to identify structures, strategies, processes or procedures that may be replicated within our campus

Action B. Provide targeted learning opportunities to increase student performance for historically underperforming student groups

Staff Responsible for Monitoring: Campus Administration, Department Chairs, Leaders of Learners Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative

Nov


Jan


Mar

Summative

June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Increase Overall Rating score of the state accountability system by 2 points over 2019. (BHS in 2019 = 89)

Evaluation Data Sources: Overall Rating score in 2019 (no accountability data from 2020)

Summative Evaluation: None

Strategy 1: Continuation of the CIR Plan (year four for our campus) for designing student tasks and assessments that are aligned with the rigor of the standards.





<p>Actions: Action A. Utilize existing CIR team to train all staff with a focus on rigor based on the data from IPA.</p> <p>Action B. Utilize CIR rubrics to include student tasks that are aligned to the rigor of the standards.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, CIR Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Formative
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<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Increase the number of campus distinction designations earned by 1 as compared to 2019. (BHS in 2019 = 6)

Evaluation Data Sources: Total number of campus distinction designations in 2019 (no accountability data from 2020):

Summative Evaluation: None

Strategy 1: Coordinate a virtual campus visit with another high school within our campus comparison group who earned more distinctions than BHS	
Actions: A) Identify a campus within our campus comparison group and coordinate a virtual visit to that campus. B) Takeaway from the campus visit ideas and strategies that we can bring back to our campus to implement in order to raise our number of distinctions.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Campus Administration, Leaders of Learners Team	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Comprehensive Support Strategy	
Additional Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Performance Objective 1: By the end of the 2020-2021 school year, 100% of classrooms will develop and monitor class mission statements which include components of character development using the CORE values.

Evaluation Data Sources: Campus survey data

Summative Evaluation: None

Strategy 1: Recognize students exhibiting CORE values at the Outstanding Students of the 6 Weeks ceremonies.	
<p>Actions: A) Design student tasks that provide them with experiences to develop CORE values centered around the Character Strong curriculum.</p> <p>B) Design activities that will integrate CORE values throughout the campus centered around the Character Strong curriculum.</p> <p>C) Recognize students who exhibit the CORE values at every Outstanding Students of the 6 Weeks breakfast recognition ceremony and on a bulletin board near the Cafe</p> <p>D) Implement a Digital Citizenship and Safety Program</p> <p>E) Create a bulletin board that provides students an opportunity to receive and give encouragement to others</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
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<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Provide classroom counseling lessons addressing relevant topics for our students through the Character Strong curriculum.

- Actions:** A) Conduct Red Ribbon activities during the week of October 19th
- B) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time
- C) Worth the Wait
& Play it Safe programs led by campus clinic staff, contracted staff, and local PD address STDs and risks associated with sexual conduct
- D) Create a Hope Squad on campus that consists of student leaders who can provide an outlet for their peers who are struggling with mental health

Formative

Nov

Jan

Mar

Summative

June

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None


TEA Priorities: None


Funding Sources:

ESF Levers: None

None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

Evaluation Data Sources: Annual review of student participation, Spring 2021

Summative Evaluation: None

Strategy 1: Integrate programs and create conditions to provide students the opportunity to develop their talents, passions, and strengths beyond the core curriculum		
<p>Actions: A) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements, daily e-newsletter and beginning of the year activities</p> <p>B) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills</p> <p>C) Implement programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests</p> <p>D) Lead Freshman classes in grade level meetings to orient to campus and encourage participation and understanding of campus culture (including Fish Camp)</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>	
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	
	Strategy 2: Create new student welcome packets and pair with a "friend" for first day's lunches	
	<p>Actions: Student Council Committee will put packets together including campus brochure, local finds, maps, and other applicable resources</p> <p>Staff Responsible for Monitoring: Student Council Sponsor</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>		



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: Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.

Evaluation Data Sources: Annual safety audit:





Summative Evaluation: None

Strategy 1: Perform periodic school safety audits	
<p>Actions: A) Scheduled safety audit for our campus through district's student services department</p> <p>B) Share audit results with staff leadership team and other appropriate personnel</p> <p>C) Prioritize concerns and develop a timeline to address these concerns</p> <p>Staff Responsible for Monitoring: Campus Administration, Security Officer, NRHPD Student Resource Officer</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Summative</p> <p>June</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Summative Evaluation: None

Strategy 1: Continue our locally developed campus-wide behavior / discipline management RtI program	
<p>Actions: A) Train staff members on our campus wide behavior/discipline management RtI program</p> <p>B) Align campus discipline management programs with requirements of the district RtI plan.</p> <p>C) Conduct an evaluation of the implementation of the behavior RtI plan</p> <p>D) Monitor the assignment of students in the DAEP and their subsequent behavioral progress.</p> <p>E) Evaluate data from Tyler Pulse, Aware and STAR 360 screeners to identify academic trends of students assigned to ISS.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: 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 3: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Summative Evaluation: None

Strategy 1: Collect perception data from students, staff and parents to identify strategies to improve campus safety.	
<p>Actions: A) Implement strategies to address areas of need.</p> <p>B) Conduct at least the minimum number of required emergency safety drills during the school year.</p> <p>C) Facilitate after hours test of emergency system to ensure system is fully operational for drills.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
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	<p>Summative</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June
Strategy 2: Communicate current systems in place that provide a safe school environment.	
<p>Actions: A) Communicate the role of the Raptor system as a threshold security system.</p> <p>B) Communicate the importance of staff and students wearing IDs during Due Process and beginning of year Class and Staff meetings.</p> <p>C) Verify student schedule and/or ID for students leaving campus during 5th period for BCTAL.</p> <p>D) Administration, SRO and security will be visible during passing periods.</p> <p>E) Communicate the use of E-Hallpass to limit the number of students in hallways and know their location when outside of the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
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	<p>Summative</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 4: Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.

Evaluation Data Sources: Quarterly review of workers' compensation program

Summative Evaluation: None

Strategy 1: Implement the district-wide safety program	
Actions: A) Provide district training for staff B) Administer safety surveys for campus personnel C) Monitor the implementation of safety procedures Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
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	Mar
Problem Statements: None Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Addendums