

Birdville Independent School District

District Improvement Plan

2021-2022



Public Presentation Date: September 23, 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.

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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 22,736 students (as of the Fall 2020 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 Emergent Bilingual (EB, formerly known as EL) has doubled since 2009, and currently 22% of students are EBs. A total of 13,550 students (60%) participated in the free/reduced lunch program in 2020-2021, which has remained relatively steady over the past 9 years. Approximately 11% of students are served by special education and an additional 8% are served by gifted and talented services. Fifty-two percent of students in the 2020-2021 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 2020 was 95.1%, which was up slightly from the 95.6% of students from the class of 2019 who graduated within four years of starting grade 9. Graduation rates for selected student groups in the class of 2020 were as follows: African American - 97.2%, Asian - 96.3%, Hispanic - 93.3%, White - 96.9%, Two or More Races - 86.5%, Economically Disadvantaged - 93%, Emergent Bilingual - 89% and Special Education - 89.6%. Student attendance rate was 95.7% in 2020-2021. Campus attendance rates align with 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 2020-2021 school year.

Teachers

A total of 1548 teachers were employed in the district during the 2019-2020 school year based on the 2020 TAPR report. Of those teachers, 77% were female, 79% were White, 14% were Hispanic, 4% African America, 1% Asian and 1% other race/ethnicity designations.

Teachers had an average of 11.6 years of experience in education and 8 years in the district. Of these, 35.3% had 5 or fewer year's experience in education, 19.4% had 6 to 10 year's experience, 29.4% had 11 to 20 years, and 15.9% had more than 20 year's experience in education. A total of 73.4% of teachers held Bachelors degrees, 24.5% held Master's degrees, and less than 1% held Doctorate degrees.

Demographics Strengths

The overall size of the student population of BIRD 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. **Root Cause:** Attendance and enrollment have continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

Problem Statement 2: The four-year graduation rate for the class of 2019 had a slight increase which was due to allowances provided regarding state assessment but the class of 2020 had a decrease (0.4%). As a result, this needs to be monitored closely. **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 groups, which was impacted by increases for both the EB and special education groups.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments

Goals

Revised/Approved: August 30, 2021

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 mathematics 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 mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels

Secondary: Lexile levels





Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), TEA Interims (grades 3-5 reading and mathematics)

Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level.</p> <p>Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs 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.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning and Advanced Academics; Director of Teaching & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Provide elementary administration training on the science of teaching reading based on TEA and HB3 requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff. d) Infuse literacy-focused professional learning and discussions into monthly principal meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Assist principals in the monitoring of campus implementation of the district literacy plan through ongoing professional learning and coaching. h) Provide intensive writing training to general education and all special program teachers that are responsible for supporting students in writing mastery.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Executive Director of Elementary Education, Executive Director of Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist campuses in implementing data informed and responsive teaching.</p> <p>Actions: a) Continue to conduct training on the personalized learning framework for all campus leaders and instructional staff. b) Deepen the understanding and implementation of data driven responsive instruction. c) Monitor, support and provide feedback to campuses that will enhance student growth. d) Develop and conduct training for assessment software programs (Circle, mClass, iStation, Star Renaissance and Interims) which includes how to use the performance data to inform the practice. e) Develop professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to refine and implement a district-wide comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.</p> <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. c) Continue to improve the GATE services based on the findings from the external reviewer and the Texas State Plan for Educating Gifted Learners.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning and Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Implement the local plan for Reading Academies. b) Conduct continuous improvement PDSA on year two implementation of reading academies at each quarter. c) Develop year three implementation plan. d) Conduct campus monitoring to ensure fidelity and collect artifacts as evidence.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to implement a full day prekindergarten program for four-year olds based on a board approved three year plan.</p> <p>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 based on the three year approved plan. d) Implement new curriculum in the prekindergarten program 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) Monitor implementation of prekindergarten co-teach model with Early Childhood Special Education classrooms.</p> <p>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</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p>Actions: a) Continue to support and train campuses with the BAS/SEL and mClass assessment. b) From grades prekindergarten - 5th , 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) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Using Eduphoria - Aware, monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning and Advanced Academics, Director of Planning, Assessment and Research, Director of Multilingual Services, Director of Federal and State Programs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to develop and implement system-wide instructional practices to support English learners.</p> <p>Actions: a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align to campus improvement plans. c) Continue to develop curriculum enhancements that support the Dual Language program and provide access to core content for all ELs.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p>	Formative			Summative
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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 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.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Develop an ESSER plan that is approved by TEA b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless c) Identify and visit districts that have acceleration models where special education students achieve better results than BISD d) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps e) Organize and engage a stakeholder group for the purpose of providing meaningful consultation and opportunity to provide input f) Develop and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) g) Implement accelerated instruction according to HB4545</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth.</p> <p>Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments. c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.</p> <p>Staff Responsible for Monitoring: Director of Teaching & Learning, Director of Federal Programs, Director of Special Education, Director of Multilingual and Director of Planning, Assessment and Research</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.</p> <p>Actions: a) Develop a written plan for the evaluation of programs and services for ELs. b) Develop a comprehensive professional development plan targeting the competencies necessary to serve the needs of ELs. c) Develop systems for monitoring of progress and refine identification and placement procedures of ELs to meet state and federal compliance. e) Review and refine the ESL program model for elementary and secondary in collaboration with the designated committee. g) Develop systems of collaboration with other special programs to provide appropriate services for EL students.</p> <p>Staff Responsible for Monitoring: Director of Multilingual Services</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the results of the RtI task force to implement a multi-tiered system of support (MTSS) for identified students.</p> <p>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) Review and revise math intervention resources. f) Continue to implement SEL curriculum. g) Continue to provide professional learning and support for SEL & tiered behavior interventions. h) Continue providing supplemental resources for SEL supports.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning and Advanced Academics, Director of Federal and State Programs, Director of Planning, Assessment, and Research and Director of Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered 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.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Executive Director of Secondary Education, Executive Director of Elementary Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Enlist community and business partners to assist in providing support to students and families.</p> <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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>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> <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 on-going training with expanded stakeholders regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines. f) Continue to provide training using OnDataSuite (ODS) to monitor at-risk indicators. g) Develop and implement PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.).</p> <p>Staff Responsible for Monitoring: Director of Federal, State and Local Programs, Director of Planning, Assessment and Research, Executive Director of Technology</p>	Formative			Summative
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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 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a district curriculum for social-emotional learning (SEL). Actions: a) Develop a deployment plan for implementing SEL curriculum. b) Utilize the SEL task-force 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. Staff Responsible for Monitoring: Director of Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement the SEL component contained in the district ESSER plan. Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. c) Collect data on intervention efficacies. d) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. Staff Responsible for Monitoring: Director of Counseling</p>	Formative			Summative
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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 Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement with fidelity the behavioral RtI plan.</p> <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> <p>Results Driven Accountability</p>	Formative			Summative
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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 5: Increase the number of students meeting college, career and military readiness requirements.

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

HB3 Goal

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.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide equitable access to CTE courses for students at all high schools, with a focus on at-risk students.</p> <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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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> <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.</p> <p>Staff Responsible for Monitoring: Executive Director of Secondary Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Expand the opportunities for high school students to meet CCMR indicators.</p> <p>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) Increase participation in development math and English college preparatory courses. o) Continue to communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers. p) Implement and monitor transition plan for the Collegiate Academy of Birdville's junior class to TCC in 21-22.</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning and Advanced Academics and Director of CTE</p>	Formative			Summative
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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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services, Assistant Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the district's branding and marketing plan.</p> <p>Actions: a) Finalize brand development. b) Develop core messaging to drive the BISD brand forward. c) Develop a quarterly digital and social messaging plan.</p> <p>Staff Responsible for Monitoring: Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and deploy continuous improvement processes at the district department level.</p> <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 through newsletters that follow the formative review cycles. g) Update and share the district assessment plan with links for resources to the various plans such as the curriculum management plan.</p> <p>Staff Responsible for Monitoring: Director of Planning, Assessment, and Research</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment.</p> <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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.</p> <p>Actions: Create a new hire report which will reflect credentials of new hires in specific areas. Create a recruitment schedule showing the programs recruiting at the end of the year. Report the number of vacancies in the above areas the beginning of each quarter.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>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) Continue to utilize the Anonymous Alerts and Threat Assessment system 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.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Sources: Annual report of worker's compensation claims





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment.</p> <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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and maintain a district-wide coordinated health program.</p> <p>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)</p> <p>Staff Responsible for Monitoring: Director of Health Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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> <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 2020-21 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.</p> <p>Actions: a) Continue to 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 1, Part A schools. b) Continue to review and update 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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums