

Birdville Independent School District
District Improvement Plan

2023-2024



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.

Vision

All students excel through innovation 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 22,638 students (as of the Fall 2022 PEIMS submission) in grades EE (Early Education) through 12, of which 45.61% are Hispanic, 35.39% White, 9.8% Black/African American, 4.51% Asian, and 1.2% 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 3-4% in 2021-2022 as compared to 2019-2020. 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 and COVID. The number of students considered to be Emergent Bilingual (EB, formerly known as EL) has doubled since 2009, and currently 25.0% of students are EBs. A total of 14,351 students (63.4%) participated in the free/reduced lunch program in 2022-2023, which has remained relatively steady over the past 9 years. Approximately 12.8% of students are served by special education and an additional 7.0% are served by gifted and talented services. Approximately 64.2% of students in the 2022-2023 school year were considered as at risk for not graduating, according to the 15 state criteria for such a designation. District four-year graduation rate for the class of 2021 was 91%, which decreased slightly in comparison to the class of 2020 who graduated within four years of starting grade 9. Graduation rates for selected student groups in the class of 2021 were as follows: African American - 93.8%, Asian - 92.2%, Hispanic - 87.6%, White - 93.8%, Two or More Races - 92.7%, Economically Disadvantaged - 89.5%, Emergent Bilingual - 80.2% and Special Education - 79%. Graduation rates are lagging data but will be updated to reflect the class of 2022 once accountability ratings are released in late September. Student attendance rate was 93.8% for the 2022-2023 school year (from OnDataSuite). Campus attendance rates align with similar campuses across the state.

Teachers

A total of 1513 teachers were employed in the district during the 2021-2022 school year based on the 2022 TAPR report. Of those teachers, 76% were female, 24% were male, 76% were White, 15.7% were Hispanic, 4.6% African American, 0.4% American Indian, 1.9% Asian, 0.2% Pacific Islander, and 18.0% Two or More Races.

Teachers had an average of 11.6 years of experience in education and 7.8 years in the district. Of these, 7.7% were beginning teachers, 21.6% had 1-5 years experience in education, 24.9% had 6 to 10 years experience, 29.2% had 11 to 20 years, and 16.6% had more than 21 years of experience in education. A total of 72.2% of teachers held Bachelors degrees, 26.4% held Master's degrees, and less than 0.9% 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 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 10 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 stakeholders.

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 (Prioritized): 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 (Prioritized): The four-year graduation rate in 2020 was 95.3% which was due to allowances provided regarding state assessment. The four-year graduation rate for the class of 2021 had a decrease of 3.9%. 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 emergent bilinguals and students served by special education.

Student Learning

Student Learning Summary

Data reflects the 2022 TAPR report. This information will be updated once the accountability information is publicly released in late October/early November.

Graduates: 1581 (9.7% African America, 40.6% Hispanic, 39.7% White, 0.2% American Indian, 6.2% Asian, 0.2% Pacific Islander, and 3.4% Two or More Races).

Graduation Type: 27.1% Foundation HS program (no endorsement), 2.2% Foundation HS program (endorsement), and 70.3% Foundation HS program (DLA).

4-Year Longitudinal Rate (Gr 9-12, Class of 2021): 91.4%

- Graduates, TxCHSE, and Continuers: 95.1%

College, Career, or Military Ready (annual graduates, 20-21): 58.3%.

- 45.0% college ready
 - 33.6% only college ready
- 24.7% career or military ready
 - 13.3% only career/military ready
 - 11.4% college ready and career/military ready

AP Met Criteria in Any Subject (annual graduates): 26.8%.

Dual Course credits in Any Subject (annual graduates): 19.7%

Attendance Rate (20-21): 95.7%

Annual Dropout Rate (Gr 9-12, 20-21): 2.0%

State Assessment Performance Data (2023 spring summary reports):

- EOC - All Students Tested
 - Algebra: 81% approaches, 50% meets, and 26% masters
 - Biology: 92% approaches, 64% meets, and 28% masters
 - English I: 75% approaches, 59% meets, and 16% masters
 - English II: 77% approaches, 59% meets, and 9% masters
 - US History: 97% approaches, 79% meets, and 47% masters
- STAAR, grades 3-8 - All Students Tested
 - 3rd RLA, English: 78% approaches, 51% meets, 21% masters
 - 3rd Math, English: 76% approaches, 44% meets, 19% masters
 - 3rd RLA, Spanish: 53% approaches, 22% meets, 9% masters
 - 3rd Math, Spanish: 59% approaches, 25% meets, 5% masters
 - 4th RLA, English: 80% approaches, 51% meets, 23% masters
 - 4th Math, English: 69% approaches, 44% meets, 19% masters
 - 4th RLA, Spanish: 37% approaches, 22% meets, 3% masters
 - 4th Math, Spanish: 23% approaches, 6% meets, 0% masters

- 5th RLA, English: 82% approaches, 60% meets, 32% masters
- 5th Math, English: 80% approaches, 50% meets, 21% masters
- 5th Science, English: 67% approaches, 40% meets, 18% masters
- 5th RLA, Spanish: 56% approaches, 29% meets, 8% masters
- 5th Math, Spanish: 33% approaches, 18% meets, 0% masters
- 5th Science, Spanish: 21% approaches, 3% meets, 0% masters
- 6th RLA: 75% approaches, 51% meets, 22% masters
- 6th Math: 76% approaches, 39% meets, 14% masters
- 7th RLA: 79% approaches, 56% meets, 27% masters
- 7th Math: 70% approaches, 45% meets, 17% masters
- 8th RLA: 83% approaches, 56% meets, 25% masters
- 8th Math: 70% approaches, 39% meets, 12% masters
- 8th Social Studies: 64% approaches, 33% meets, 15% masters
- 8th Science: 77% approaches, 51% meets, 19% masters

TELPAS (composite rating, spring 2023 summary reports):

- Advanced or Advanced High
 - Kinder: 25%
 - 1st: 38%
 - 2nd: 27%
 - 3rd: 53%
 - 4th: 52%
 - 5th: 72%
 - 6th: 50%
 - 7th: 61%
 - 8th: 58%
 - 9th: 58%
 - 10th: 61%
 - 11th: 72%
 - 12th: 55%

Student Learning Strengths

In most cases, the district performed at or above the state performance regarding STAAR/EOC assessments. In addition, our secondary campuses are working efficiently to move students to on grade level. This is indicated by growth on assessments, and more students are graduating on the recommended graduation plan. In addition, more students are meeting certification requirements that provides career opportunities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: District performance on the 2023 Spanish STAAR assessments was below the state performance. **Root Cause:** There is a misalignment of the language of assessment for students and the program model design.

Problem Statement 2: District performance on the 2023 4th and 8th grade math was below the state performance. **Root Cause:** Over 40% of our teachers teaching math were new to the content or had limited experience. As a result, they lacked the expertise to deliver rigorous Tier 1 curriculum along with interventions to compensate for sustained learning loss.

District Processes & Programs

District Processes & Programs Summary

Students in Birdville ISD are served by a number of specialized programs related to student need. According to the Fall 2022 PEIMS submission, 63.4% (14,351) of BISD students are served by the free/reduced price lunch program, and 25.0% (5,663) of students are Emergent Bilinguals, served by bilingual or English as a second language (ESL) programs. The EB population has increased by 1.5% since 2021-2022. Currently, 12.76% (2,888) of students are served through special education, which is almost 1% higher than the 2021-2022 school year. The at-risk population is 64.2% (14,528) students. Approximately 7% (1,574) percent of students are served through the gifted and talented program.

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

Perceptions

Perceptions Summary

In the spring of 2023 the district collected data from approximately 9300 students, 1700 parents, and 1900 staff members regarding school safety issues using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment and structural changes that have been made over the past several years to improve campus security, such as increase of security officers at secondary campuses, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered the following to be the top 5 safety issues of concern (in order from greatest to least): Substance Abuse, Bullying, Violence, Weapons, the need for more security/police

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

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

- Seventy-one percent of students and 89% of staff members reported always feeling safe at school.
- Eighty-one percent of students indicated that they felt free to talk to a teacher or administrator if they had concerns about campus safety.
- Sixty-Eight percent of all students indicated that respect for all persons is emphasized throughout the campus, while 74% of all parents responded the same.

Perceptions Strengths

Birdville ISD has a well developed safety plan that teachers and students understand. We continue to strengthen our plan by having scheduled trainings and drills which also involve local governmental organizations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A concern of students in our safety survey was substance abuse. Our district held a meeting presented by the Student Services Department and the Counseling Department as part of the Districts "In the Know" series. While the information was informative and the presenters knowledgeable, the attendance of parents was very low. **Root Cause:** A mitigating factor was the lack of communication to the parents, coupled with a lack of time and date options for presenting the topic to them.

Priority Problem Statements

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 1: 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 1 Areas: Demographics

Problem Statement 2: A concern of students in our safety survey was substance abuse. Our district held a meeting presented by the Student Services Department and the Counseling Department as part of the Districts "In the Know" series. While the information was informative and the presenters knowledgeable, the attendance of parents was very low.

Root Cause 2: A mitigating factor was the lack of communication to the parents, coupled with a lack of time and date options for presenting the topic to them.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The four-year graduation rate in 2020 was 95.3% which was due to allowances provided regarding state assessment. The four-year graduation rate for the class of 2021 had a decrease of 3.9%. As a result, this needs to be monitored closely.

Root Cause 3: 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 emergent bilinguals and students served by special education.

Problem Statement 3 Areas: Demographics

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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 and accountability data
- RDA 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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: October 26, 2023

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 by the end of school year.

a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.

b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

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





Secondary: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading)

Alignment to Strategic Plan, Strategy 1, Objective 1.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. Actions: a) Provide tiered professional learning opportunities that are 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 curriculum, identified resources and literacy strategies. c) Provide technical, consulting, and coaching support for campus implementation plans. d) Provide a video library / hub of training resources which support the district curriculum and literacy plan. e) Use data to provide targeted support and progress monitoring. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment & Accountability; Executive Director of Instruction & Advanced Academics				

Strategy 2 Details		Reviews			
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. Actions: a) Continue to 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 regularly scheduled 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 campus administrators in the monitoring of campus implementation of the district RLA curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. i) Build the capacity of instructional coaches to support teachers in meeting HB3 goals and closing the gap regarding student performance. j) Create proficiency scales for mathematics grades K - 8. k) Increase teacher capacity to teach the required K-3 phonics program. l) Use the strategies learned from the Middle School Math Grant with the Dana Center and ESC 11 to strengthen math instruction. Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Secondary Education, Executive Director of Instruction and Advanced Academics, and Associate Superintendent of Human Resources		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Communicate and assist campuses in implementing data informed instruction and responsive teaching. 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 through the use of the PLC process. c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. 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. f) Support teacher training on implementation of tier one priorities. g) Train instructional coaches and principals on the use of student-centered coaching. h) Collect, analyze and use data for progress monitoring. Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Review and refine the district-wide comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. Actions: a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP and the applicable content coordinators. b) Investigate and design options for high school enrichment. c) Review and refine the GATE services based on the Texas State Plan for Gifted Education. Staff Responsible for Monitoring: Executive Director of Instruction & Advanced Academics	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Support new teachers in the continued implementation of the reading academies and coaching model established by TEA based on the HB3 requirements. Actions: a) Implement the local plan for Reading Academies. b) Provide coaching through monitoring instruction and the collection of artifacts. Staff Responsible for Monitoring: Executive Director of Instruction & Advanced Academics	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Require campuses to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. Actions: a) Support campus staff in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b) Deploy instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require campuses to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. d) Embed implementation strategies for progress monitoring in curriculum overviews. e) Incorporate the new district-developed item bank questions into campus assessments while utilizing single-test analysis within Eduphoria - Aware. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Multilingual Services, Director of Intervention Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. Actions: a) Identify trends by conducting data analysis to determine progress in reading, math and English language development. b) Monitor feedback and continue enhancing the Dual Language and secondary ESL curriculum. c) Increase effective systems of support for campuses to include district-led PLC's and professional learning for reading and math. Staff Responsible for Monitoring: Director of Multilingual Services Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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 and mathematics for identified student groups as measured by a district approved monitoring instrument.





b) Require under-performing campuses to develop a targeted improvement plan (TIP) and engage in data-driven progress monitoring meetings.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments. Alignment to Strategic Plan, Strategy 1, Objectives 1 and 2.

Strategy 1 Details	Reviews			
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. Actions: a) Implement year three of the ESSER plan that was 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, EBs, dyslexia and other special populations such as homeless) c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Implement processes to collect, analyze and monitor the effectiveness of interventions to expenditures (qualitative and quantitative) e) Continue to implement accelerated instruction according to HB1416 f) Investigate different models to assist with accelerating the learning for special education students Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. Actions: a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for teachers to develop personalized intervention plans through Focus. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. e) Implement the comprehensive professional development plan targeting the needs of emergent bilinguals and special education students. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Intervention Services, Executive Director of Special Education, Director of Multilingual	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Implement effective system-wide practices for the design and delivery of programs and services for Emergent Bilinguals. Actions: a) Develop data-driven strategic plans in collaboration with campuses which align with to campus improvement plans. b) Implement the comprehensive professional development plan targeting the competencies necessary to meet the needs of emergent bilinguals. c) Develop a written plan for the evaluation of programs and services for emergent bilinguals. d) Refine LPAC systems for monitoring the progress of current and former emergent bilingual students. e) Develop and enhance systems of collaboration with other special programs to provide appropriate services for emergent bilingual students. f)Collaborate with core content developers (Secondary Social Studies) to support instruction of emergent bilingual students. g) Evaluate and refine the elementary and secondary ESL program models. Staff Responsible for Monitoring: Director of Multilingual Services		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: 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 through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Implement Social and Character Development (SCD) curriculum. f) Provide professional learning and support for SCD & tiered behavior interventions. g) Provide supplemental resources for SCD supports. h) Evaluate the use of the advisory choice board for high school campuses to support MTSS and HB 1416. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment & Accountability, Executive Director of Instruction & Advanced Academics, Director of Intervention Services, Director of Counseling Services		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Establish the PDSA process as a standard operating procedure in the district for improving instruction, data analysis, and student growth. Actions: a) Provide support, training and coaching in the use 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) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs. Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Secondary Education, and the Executive Director Instruction and Advanced Academics		Formative			Summative
		Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
Strategy 6: Enlist community and business partners to assist in providing support to students and families. 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, attendance, and personal achievements of students. Staff Responsible for Monitoring: Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. Actions: a) Provide quarterly reports to monitor services based on coding. b) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. c) Strengthen the communication process to all stakeholders responsible for PEIMS data. d) Provide training with expanded stakeholders regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines. e) Provide training using OnDataSuite (ODS) to monitor at-risk indicators. f) Develop and implement PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.). Staff Responsible for Monitoring: Director of Intervention Services, Executive Director of Curriculum, Assessment and Accountability, Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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.

High Priority





Evaluation Data Sources: Social-Emotional Learning Survey
Alignment to Strategic Plan, Strategy 3, Objectives 3.

Strategy 1 Details	Reviews			
Strategy 1: Implement a district curriculum for social and character development (SCD). Actions: a) Develop a deployment plan for implementing SCD curriculum. b) Utilize the SCD task-force to assess and evaluate the effectiveness of the SCD program. c) Provide ongoing professional learning to all stakeholders on the SCD program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. Staff Responsible for Monitoring: Director of Counseling Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement the SCD 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan. 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 Focus 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. Staff Responsible for Monitoring: Executive Director of Secondary Education, Executive Director of Student Services Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
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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 (CCMR) readiness requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will in turn increase the percent of students meeting CCMR which will impact all domains for high school accountability.

HB3 Goal

Evaluation Data Sources: Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military (suspended until further notice from TEA), number of students who complete CTE certifications and/or licensees.
Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

Strategy 1 Details	Reviews			
Strategy 1: Provide equitable access to CTE courses for students at all high schools, with a focus on at-risk students. Actions: a) Use the eDynamic course offerings to expand CTE participation. b) Develop and implement communication strategies to educate stakeholders at all levels of all CCMR options for students. c) Investigate the implementation of the OnRamps program. d) Implement test prep support for college readiness exams (SAT, ACT, TSIA2, etc.). e) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet work force readiness skills. f) Assist in identifying additional businesses who provide work-based opportunities for special needs students. g) Work with TEA to implement a PTECH college program. h) Establish a district-working group to develop strategies to increase CCMR opportunities for students. Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction and Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide support to all high school students to help them meet career and college readiness standards. Actions: a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and the department to provide pertinent information and support to meet 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 TSIA 2 passing rates as well as other career and college readiness requirements. c) Progress monitor all identified students that are at risk of not graduating, including but not limited to special education and emergent bilingual students, to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. Staff Responsible for Monitoring: Executive Director of Secondary Education, Director of Counseling	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Expand the opportunities for high school students to meet college, career and military readiness (CCMR) indicators. Actions: a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites. b) 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, including the resources provided on the advisory choice board. d) Implement an intensive tutorial program for the Collegiate Academy of Birdville students for the TSIA 2 and PSAT. e) Pay for all sophomores and juniors to take the PSAT/NMSQT. f) Pay for all 8th graders to take PSAT 8. g) Utilize the AP potential list to provide guidance counseling for students. h) Provide campuses with a list of students who need to meet the CCMR requirement. i) Increase industry-based certifications by identifying and removing barriers for certification testing. j) Examine industry-based certifications test data and enter into Focus for PEIMS submission. k) Administer a fall and spring senior survey regarding CCMR intent upon graduation. l) Pay for students to take industry-based certification exams. m) Provide opportunities for students to take the ASVAB. n) Increase participation in development math and English college preparatory courses. o) Communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers. p) Highlight college opportunities and connections to scholarships, application processes, and planning services as part of the advisory choice board. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment and Accountability, Executive Director of Instruction and Advanced Academics, Director of CTE and CCMR, and Director of Counseling	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop system-wide plans to increase opportunities for multilingual students to meet college and career readiness indicators. Actions: a) Refine and implement the World Language program to increase AP World Language course participation and completion. b) Develop a graduate pathway to include AP or CTE opportunities for 8th grade AP World Language completers. c) Develop a collaborative plan with campus and Instruction and Advanced Academics to increase the participation of emergent bilingual students in advanced courses. Staff Responsible for Monitoring: Director of Multilingual Services	Formative			Summative
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Goal 2: 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
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
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. f) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals. Staff Responsible for Monitoring: Executive Director of Student Services, Assistant Director of Student Services Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
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.).

Goal 2: 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.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives





Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes at the district department level. 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. Staff Responsible for Monitoring: Executive Director of Curriculum, Assessment, and Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment. 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. Staff Responsible for Monitoring: Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance. Actions: a) Create and distribute to key stakeholders a new hire report that reflects their credentials in specific areas. b) Create a recruitment schedule showing the programs recruiting at the end of the year. c) Develop a retention plan. d) Develop partnerships with universities and the regional service center to recruit candidates in critical areas. e) Develop a plan for meeting certification requirements and areas of need for current staff. f) Report the number of vacancies in the above areas at the beginning of each quarter. g) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Instruction and Advanced Academics	Formative			Summative
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<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>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
Aligns to Strategic Plan, Strategy 1

Strategy 1 Details	Reviews			
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) 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. Staff Responsible for Monitoring: Executive Director of Student Services Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: A concern of students in our safety survey was substance abuse. Our district held a meeting presented by the Student Services Department and the Counseling Department as part of the Districts "In the Know" series. While the information was informative and the presenters knowledgeable, the attendance of parents was very low. Root Cause: A mitigating factor was the lack of communication to the parents, coupled with a lack of time and date options for presenting the topic to them.

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			
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. 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. Staff Responsible for Monitoring: Executive Director of Finance & Federal Programs	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

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

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

Evaluation Data Sources: Annual review of district improvement plan requirements
Aligns with Strategic Plan, Strategy One

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Director of Counseling Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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) Staff Responsible for Monitoring: Director of Health Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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 fifteen state criteria. Actions: a) Develop a plan for the use of state compensatory education funding. b) Identify gaps in the implementation of the district dropout prevention plan. c) Develop a corrective action plan based on the fifteen at-risk factors to improve the delivery of services to all qualifying students. d) Strengthen the communication and monitoring of delivery of at-risk services. e) Develop and use a Parent Engagement Plan to involve campuses and increase parent involvement and support for at-risk students. f) Implement professional learning for 2023-2024 that will address the needs of staff working with at-risk students. Staff Responsible for Monitoring: Director of Counseling Services, Director of Intervention Services, Executive Director of Finance and Federal Programs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. 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. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of EB students. Staff Responsible for Monitoring: Executive Director of Finance and Federal Programs, Director of Multilingual Services		Formative			Summative
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