Birdville Independent School District

Birdville High School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

Demographics

Demographics Summary

Here is a demographics summary for Birdville High School: Student Enrollment = 2074, Asian = 3%, African American = 9%, Hispanic = 31%, Native American = 1%, Pacific Islander = 0%, Multiracial = 3%, White = 53%, 9th grade = 520, 10h grade = 538, 11th grade = 490, 12th grade = 526, Female = 47.9%, Male = 52.1%, LEP = 6.2%, At Risk = 48%, Econ = 36%, Dyslexia = 6.1%, GT = 14.9%, SPED = 8.1%, ADA = 94.9%.

Demographics Strengths

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

Ethnicity breakdown has remained consistent over the past 5 years

School Processes & Programs

School Processes & Programs Summary

Programs and processes in place at Birdville High School are: Leaders of Learners program, CIR / Rigor Walks, Continuous Improvement, BOLD Literacy, CORE Value program, Canvas Learning Management System.

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: Increase STAAR Performance under Student Achievement (Domain 1) of the state accountability system by 2 points over previous year. (2022 = 91)

Evaluation Data Sources: Domain 1 performance in 2023

Strategy 1 Details	Reviews			
Strategy 1: Implement Tier 1 Priorities in each content area.	Formative			Summative
Actions: Action A. Implement a process for monitoring implementation of tier 1 priorities	Nov	Jan	Mar	June
Action B. Develop and implement a plan to increase leadership density throughout the system around Tier 1 priority implementation. Action C. Allocate necessary resources to implement Tier 1 priorities Action D. Use screener data to provide differentiated Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Embed literacy instruction in all content areas within Canvas learning platform.	Formative			Summative
Actions: Action A. All teachers receive Canvas training specific to their content areas.	Nov	Jan	Mar	June
Action B. Use screener data and teacher feedback to make decisions on next steps. Action C. Tier 1 Priorities used in all content areas to enhance literacy instruction **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align and revise the comprehensive professional learning plan to address the needs of teachers for effective instructional delivery in both remote & face-to-face learning environments. **Actions:** Action A. Support the staff in accomplishing their personalized learning goals established in T-TESS. Action B. Allocate resources to support the professional learning plan. Action C. Provide a system for teachers to share or evidence their professional learning that align with Tier 1 priorities. Action D. Support teacher growth through collaborative walks focused on rigor **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** Action A. Utilize case managers and/or ESL team for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services. Action B. Allocate resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student needs. **Staff Responsible for Monitoring:** Campus Administration, Campus SPED Case Managers, Diagnostician, ESL Team **Additional Targeted Support Strategy** **Funding Sources:** Personnel - 199 - General Funds: SCE - $478,515				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Actions:** Tutoring with targeted students before school, during Hawk Time, and after school **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Funding Sources:** ESSER Tutors - ESSER - $34,056				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Increase Academic Growth under School Progress (Domain 2) of the state accountability system by 3 points over previous accountability data year. (2022 = 84)

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and monitor a system of continuous improvement for the classroom **Actions:** Action A. Implement a coordinated plan for training teachers on classroom continuous improvement through PLCs and Departments lead by our LOL team Action B. Continue CI implementation process with classroom mission statements, PDSA, and student data folders. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Actions:** Tutoring with targeted students before school, during Hawk Time, and after school **Staff Responsible for Monitoring:** Campus administration and instructional coach				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Increase Relative Performance (% Eco Dis) under School Progress Domain of the state accountability system by 3 % points over previous accountability data year using the scale score. (2022 = 84)

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor students served through special programs by following the district's framework to ensure equitable and responsive learning environments to close learn gaps. **Actions:** Action A. Investigate schools from our comparison group that have been successful in closing performance gaps to identify structures, strategies, processes or procedures that may be replicated within our campus Action B. Provide targeted learning opportunities to increase student performance for historically under-performing student groups **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Actions:** Tutoring with targeted students before school, during Hawk Time, and after school **Staff Responsible for Monitoring:** Campus administration and instructional coach				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Bring back the English Language Proficiency Status score under the Closing the Gaps Domain of the state accountability system to 100%. (2018 = 100%, 2019 = 100%, 2021 = 0%, 2022 = 0%)

Evaluation Data Sources: Domain 3 performance in 2023

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Birdville High School met the target with a TELPAS progress rate of 43%. In 2020-2021 Birdville High School did not meet the target with a TELPAS progress rate of 29%. In comparing the progress rate from 2019 and 2021, Birdville demonstrated a 14% point decrease in students' English Language Proficiency Status. In 2022 the percentage of indicators met under EL Proficiency Status was 0%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas **Actions:** Tutoring with targeted students before school, during Hawk Time, and after school **Staff Responsible for Monitoring:** Campus administration and instructional coach				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the current school year, 100% of classrooms will develop and monitor class mission statements which include components of character development using our SEL curriculum.

Evaluation Data Sources: Campus survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recognize students exhibiting CORE values at the Outstanding Students of the 9 Weeks ceremonies. **Actions:** A) Design student tasks that provide them with experiences to develop CORE values centered around the Character Strong curriculum. B) Design activities that will integrate CORE values throughout the campus centered around the Character Strong curriculum. C) Recognize students who exhibit the CORE values at every Outstanding Students of the 9 Weeks breakfast recognition ceremony and on a bulletin board near the Cafe D) Implement a Digital Citizenship and Safety Program E) Create a bulletin board that provides students an opportunity to receive and give encouragement to others **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide classroom counseling lessons addressing relevant topics for our students through the Character Strong curriculum. **Actions:** A) Conduct Red Ribbon activities during Red Ribbon Week in October B) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time C) Worth the Wait & Play it Safe programs led by campus clinic staff, contracted staff, and local PD address STDs and risks associated with sexual conduct D) Create a Students Serving Students organization/club on campus that consists of student leaders who can provide an outlet for their peers who are struggling with mental health **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Annual review of student participation data from current school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Integrate programs and create conditions to provide students the opportunity to develop their talents, passions, and strengths beyond the core curriculum **Actions:** A) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements, daily e-newsletter and beginning of the year activities B) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills C) Implement programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests D) Lead Freshman classes in grade level meetings to orient to campus and encourage participation and understanding of campus culture (including Fish Camp) **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create new student welcome packets and pair with a "friend" for first day's lunches **Actions:** Student Council Committee will put packets together including campus brochure, local finds, maps, and other applicable resources **Staff Responsible for Monitoring:** Student Council Sponsor				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.

Evaluation Data Sources: Annual safety audit:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform periodic school safety audits **Actions:** A) Scheduled safety audit for our campus through district's student services department B) Share audit results with staff leadership team and other appropriate personnel C) Prioritize concerns and develop a timeline to address these concerns **Staff Responsible for Monitoring:** Campus Administration, Security Officer, NRHPD Student Resource Officer				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue our locally developed campus-wide behavior / discipline management RtI program **Actions:** A) Train staff members on our campus wide behavior/discipline management RtI program B) Align campus discipline management programs with requirements of the district RtI plan. C) Conduct an evaluation of the implementation of the behavior RtI plan D) Monitor the assignment of students in the DAEP and their subsequent behavioral progress. E) Evaluate data from Tyler Pulse, Aware and screeners to identify academic trends of students assigned to ISS. **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collect perception data from students, staff and parents to identify strategies to improve campus safety. **Actions:** A) Implement strategies to address areas of need. B) Conduct at least the minimum number of required emergency safety drills during the school year. C) Facilitate after hours test of emergency system to ensure system is fully operational for drills. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate current systems in place that provide a safe school environment. **Actions:** A) Communicate the role of the Raptor system as a threshold security system. B) Communicate the importance of staff and students wearing IDs during Due Process and beginning of year Class and Staff meetings. C) Verify student schedule and/or ID for students leaving campus during 5th period for BCTAL. D) Administration, SRO and security will be visible during passing periods. E) Communicate the use of E-Hallpass to limit the number of students in hallways and know their location when outside of the classroom. F) Utilization of Navigate 360 program with all staff members **Staff Responsible for Monitoring:** Campus Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Quarterly review of workers' compensation program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide safety program **Actions:** A) Provide district training for staff B) Administer safety surveys for campus personnel C) Monitor the implementation of safety procedures **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Personnel		$478,515.00
				Sub-Total	$478,515.00
				Budgeted Fund Source Amount	$478,515.00
				+/- Difference	$0.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	ESSER Tutors		$34,056.00
				Sub-Total	$34,056.00
				Budgeted Fund Source Amount	$34,056.00
				+/- Difference	$0.00
				Grand Total Budgeted	$512,571.00
				Grand Total Spent	$512,571.00
				+/- Difference	$0.00