Birdville Independent School District

Birdville High School

2024-2025 Campus Improvement Plan

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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Demographics

Demographics Summary

Demographics summary for Birdville High School:

Birdville High School, with a total enrollment of 2,093 students, is home to a diverse student body. The ethnic composition includes 48% White, 33% Hispanic, 11% African American, 3% Asian, 3% Multiracial, 1% Native American, and less than 1% Pacific Islander. The student population is slightly more male (52.1%) than female (47.9%). The school serves a variety of student needs, with 6.2% of students identified as Limited English Proficient (LEP) and 12.75% as Emergent Bilingual. Additionally, 48% of students are considered at risk, and 36% come from economically disadvantaged backgrounds. Birdville High School also supports 8% of its students with dyslexia, 11% in the Gifted and Talented (GT) program, and 9.78% in Special Education (SPED) services.

Demographics Strengths

Our campus boasts a diverse student body, representing a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment by fostering cross-cultural understanding, promoting inclusivity, and preparing students for success in a global society. The varied perspectives and experiences within our student population enhance classroom discussions, collaborative projects, and community initiatives, creating a vibrant and dynamic school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed.
 Root Cause: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Student Learning

Student Learning Summary

Birdville High School demonstrates solid academic achievement, particularly in STAAR performance, with a strong focus on Meets Grade Level (GL) and Masters GL standards. Across all subjects, 64% of students met the Meets GL standard, and 24% attained the Masters GL standard, reflecting a solid academic foundation. Social Studies and Science are standout areas, with 77% and 69% of students meeting the Meets GL standard, respectively, and 51% of students reaching the Masters GL standard in Social Studies. White and Asian students lead the way in academic performance, with 77% and 78% meeting the Meets GL standard and 33% and 42% achieving the Masters GL standard, respectively.

In addition to STAAR performance, Birdville High School excels in College, Career, and Military Readiness (CCMR). According to TEAL, Birdville High School had 70% of its 2023 graduates meet CCMR indicators such as dual credit, Advanced Placement (AP) courses, and industry certifications. The graduation rate is also commendable, with 97.5% of 2023 seniors graduating on time, ready for post-secondary success.

These outcomes underscore Birdville High School's strengths in preparing students not only for academic success but also for future college and career opportunities. However, there remains a need to further support underrepresented groups, particularly in Math and Reading/Language Arts, to close achievement gaps and ensure all students are prepared for post-secondary success.

Student Learning Strengths

Birdville High School's student learning strengths are highlighted by its strong performance in Social Studies and Science, where 77% and 69% of students, respectively, met the Meets Grade Level (GL) standard. Additionally, 51% of students reached the Masters GL standard in Social Studies, showcasing advanced understanding and critical thinking skills. The school also excels in supporting students to achieve at high levels across various demographic groups, with White and Asian students showing particularly strong outcomes, and a notable number of students reaching the Masters GL standard in Science. These strengths reflect the school's effective instructional practices and commitment to academic excellence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level. **Root Cause:** The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

School Processes & Programs

School Processes & Programs Summary

Birdville High School's formula of success includes the focus on: **People, Processes, and Continuous Improvements**. We spend a lot of time analyzing our current processes in order to evaluate their effectiveness. The Logistics Committee, The Department Chair meetings, and the Leaders and Learners are responsible for making sure each process is functioning at a high level.

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.

We recognize students each nine weeks at our "Outstanding Students of the 9 Weeks" breakfast recognition ceremony... and students are recognized for exhibiting a particular CORE value of the 9 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 who 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 (Prioritized): Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause:** Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Perceptions

Perceptions Summary

Birdville High School values ongoing feedback from students, staff, and the community, collected through various surveys conducted throughout the year. This feedback indicates that our campus is perceived as both safe and positive. Students and staff consistently report feeling secure and supported, which contributes to a strong sense of belonging and community within the school. The data suggests that our efforts to foster a welcoming and inclusive environment are having a positive impact on overall school morale and engagement.

Perceptions Strengths

Another key strength is our proactive approach to addressing and acting on feedback from our school community. By regularly administering surveys and using the insights gathered, we are able to make informed decisions that enhance our campus culture and climate. This responsiveness not only helps maintain a high level of satisfaction among students and staff but also demonstrates our commitment to continuous improvement and creating a supportive, collaborative environment for everyone at Birdville High School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. **Root Cause:** The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

Priority Problem Statements

Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed.

Root Cause 1: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level.

Root Cause 2: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement.

Root Cause 3: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved.

Root Cause 4: The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

Problem Statement 4 Areas: Perceptions

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: 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 by the end of the school year.
 a) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

Evaluation Data Sources: Domain 1 performance in 2023

Strategy 1 Details
Strategy 1: Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity 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 plans.   b) Support departments to lead the implementation of the district curriculum, identified resources, and strategies.   c) Provide technical, consulting, and coaching support for campus implementation plans through the Instructional Facilitators.   d) Use data to provide targeted support and progress monitoring.   e) Facilitate Professional Learning Communities (PLCs) where teachers can collaboratively analyze student data, share effective instructional strategies, and develop action plans to address identified gaps in student learning. This collaboration will enhance the consistent implementation of the District curriculum and improve instructional practices.   f) Differentiate Instructional Strategies for Diverse Learners.   g) Foster Family and Community Engagement in Student Learning: Develop and implement programs that actively engage families and the community in supporting student learning.   **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators   **Additional Targeted Support Strategy**   **Problem Statements:** Student Learning 1

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.

Actions: a) Continue to facilitate campus instructional focus walks and debriefing sessions with staff.

b) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings.

c) Assist teachers in the implementation of the district RLA curriculum through ongoing professional learning and coaching.

d) Implement training to support general education and all special program teachers with instructional practices that align to the district curriculum and assessment requirements.

f) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance measures.

g) Integrate the Research-Based Instructional Strategies for literacy and mathematics instruction.

h) Develop and Implement Data-Driven Instructional Adjustments: Regularly analyze student performance data in reading and mathematics to identify trends, strengths, and areas for improvement.

i) Create and Share Model Lessons and Exemplar Resources: Develop a repository of model lessons and exemplar teaching resources that align with the district's RLA and mathematics curriculum.

Staff Responsible for Monitoring: Campus Administration, Department Chairs, and Professional Learning Committee Facilitators

Title I:
2.4, 2.5, 2.6
 - **Additional Targeted Support Strategy**
Problem Statements: Student Learning 1
Funding Sources: Instructional Facilitator - 211 - Title I - $64,653

Strategy 3 Details

Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.

Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.

b) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance.

c) Conduct training on using data from multiple assessments (Interims) to inform instruction and document student growth.

d) Develop and conduct professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.

e) Conduct teacher training on the implementation of tier-one priorities.

f) Continue to train and require the regular use of continuous improvement processes in the classroom.

g) Teachers will collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency.

h) Implement Data Conferences with Students: Train teachers to conduct regular "data chats" with students, where they review individual assessment data, set personalized learning goals, and discuss strategies for improvement.

i) Implement a Data-Driven Tutoring and Intervention Program: Based on data analysis, identify students who need additional support and develop a targeted tutoring and intervention program.

Staff Responsible for Monitoring: Campus Administration, classroom teachers and ESL Team

Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - $621,832

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level.   **Root Cause**: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

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.

    Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details
Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.
Actions: a) 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).   b) Develop and implement a system to monitor and ensure compliance requirements of special programs that address closing achievement gaps.   c) Continue to implement accelerated instruction according to HB1416   d) Provide Targeted Professional Development for Teachers of Special Populations: Offer specialized professional development for teachers who work with special population groups, such as students with disabilities, English learners (EBs), and those experiencing homelessness.   e) Establish Regular Data Review Cycles for Special Population Groups: Implement a structured schedule for regular data review cycles focused specifically on the performance of special population groups.   f) Foster Collaboration Between General and Special Education Teachers: Create opportunities for general education and special education teachers to collaborate more effectively through co-planning sessions, joint professional development, and shared instructional resources.   g) Engage Families and Community Partners in Supporting Special Populations: Develop and implement outreach programs that actively involve families and community partners in supporting the academic success of special population groups.   **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators   **Title I:**   2.4, 2.5, 2.6   - **Additional Targeted Support Strategy**   **Problem Statements:** Student Learning 1

Strategy 2 Details

Strategy 2: Engage in professional learning that assists teachers in the development, administration, and use of student performance data to evaluate the academic growth of under-performing students.

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 all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.
d) Implement Data-Driven Instructional Coaching Cycles:
Establish ongoing instructional coaching cycles where teachers receive individualized support in analyzing student performance data, setting instructional goals, and applying data-driven strategies in the classroom.
e) Develop Collaborative Data Analysis Protocols within PLCs:
Create and implement structured protocols for data analysis during Professional Learning Community (PLC) meetings.
f) Create Data-Driven Goal-Setting Practices for Students:
Train teachers to involve students in setting personal academic goals based on their performance data.

Staff Responsible for Monitoring: Campus administration and instructional coach

Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level.   **Root Cause**: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

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: 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, number of students who complete CTE certifications and/or licensees.

Strategy 1 Details
Strategy 1: Implement a district curriculum for social and character development (SCD).
Actions: a) Monitor the implementation of the SCD curriculum (Character Strong). b) Establish a Student-Led SCD Initiative: Create opportunities for students to take leadership roles in promoting social and character development within the school. c) Collaborate with Families and Community Partners to Reinforce SCD: Develop programs and workshops that engage families and community partners in supporting the SCD curriculum outside of school. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor **Problem Statements:** Demographics 1

Strategy 2 Details
Strategy 2: Provide support to all 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 at-risk 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:** Campus Administration and Lead Counselor **Problem Statements:** Demographics 1

Strategy 3 Details
Strategy 3: Expand the opportunities for 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 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) Administer a fall and spring senior survey regarding CCMR intent upon graduation. e) Provide opportunities for students to take the ASVAB. **Problem Statements:** Demographics 1

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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 who end up in a disciplinary placement.

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

Strategy 1 Details
Strategy 1: Implement with fidelity the behavioral MTSS plan.
Actions: a) Implement a research-based campus discipline management program that aligns with and supports the district behavior MTSS tiered plan.   b) Utilize Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP.   c) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3.   d) Ensure appropriate interventions are in place to support student behavior.   e) Increase parental educational opportunities to support student behavior.   **Staff Responsible for Monitoring:** Campus administration, Academic Dean, Instructional Facilitator   **Title I:**   2.4, 2.5, 2.6   **Problem Statements:** Demographics 1

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause**: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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
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 incentives to improve student attendance.
 b) Monitor student attendance and review progress with teachers on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.
 c) 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.
 d) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals.
 e) Provide Professional Development for Staff on Attendance Interventions:
 Offer professional development sessions for teachers, administrators, and support staff focused on effective strategies for improving student attendance.
     Staff Responsible for Monitoring: Campus Administration
 	
     Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use the district continuous improvement model (PDSA) 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
Strategy 1: Develop and deploy continuous improvement processes at the district department level.

Actions: a) Establish goals (Performance Measures) for each department (Reading and Math) 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.
 	
    Staff Responsible for Monitoring: Campus Administration
 	
    Problem Statements: School Processes & Programs 1

Strategy 2 Details
Strategy 2: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.
Actions: a) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. b) Implement a Mentorship Program for New Teachers: Pair new teachers with experienced mentors to provide guidance, support, and professional development opportunities during their first years of teaching, fostering a positive and collaborative learning environment. c) Create and Support Professional Learning Communities (PLCs): Establish and maintain PLCs where teachers, administrators, and support staff can collaborate regularly to share best practices, analyze student data, and develop strategies to improve instructional outcomes. d) Offer Targeted Professional Development Workshops: Organize campus-specific professional development sessions based on identified areas of need, such as classroom management, differentiated instruction, technology integration, and data-driven instruction, ensuring that all staff have access to relevant and ongoing learning opportunities. e) Recognize and Reward Excellence Among Staff: Develop a recognition program to celebrate outstanding teaching, leadership, and support staff contributions. This will include "Teacher of the Week" awards, public acknowledgment in staff meetings, and opportunities for career advancement, all aimed at boosting morale and retention.   **Problem Statements:** School Processes & Programs 1

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement.   **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: 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 campus ADA as per Summer PEIMS submission

Strategy 1 Details
Strategy 1: Refine and implement the campus 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) Utilize funding from district to provide incentives to improve student attendance.
    b) Monitor student attendance and review progress with staff 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 a campus level.
    d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.
    Staff Responsible for Monitoring: Campus Administration and Attendance Clerks
 	
    Problem Statements: Demographics 1

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed.   **Root Cause**: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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 participation on a school safety survey that is administered to students, staff, and parents.

   Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details

Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.
 	
   Actions: a) Use campus staff (Crisis counselors and assistant principals) 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 campus safety concerns.
   d) Participate in safety audits to identify security issues on our campus.
   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.
   Staff Responsible for Monitoring: Campus Administration
 	
   Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved.   **Root Cause**: The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

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
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment.
Actions: a) Continue to review and update the campus accident prevention plan and related department safety plans.   b) Require staff to review campus plan and related department plans through the SafeSchools platform.   c) Work with campus staff to provide mandatory safety training sessions.   d) Facilitate Campus Safety Committee meetings per district plan.   e) Perform campus/building safety walk-throughs as required by district plan.   **Staff Responsible for Monitoring:** Campus Administration   **Problem Statements:** School Processes & Programs 1

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement.   **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

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: Campus safety survey of students, parents and staff

Strategy 1 Details

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.
 	
    Title I:
4.1, 4.2
    Problem Statements: School Processes & Programs 1
    Funding Sources: Family Engagement - 211 - Title I

Strategy 2 Details

Strategy 2: 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) Identify and serve students who are in danger of dropping out or not graduating from high school.
b) Implement an Early Warning System for At-Risk Students: Develop a system to monitor key indicators such as attendance, grades, and behavior, identifying students who are at risk of dropping out. This system will allow for timely intervention and support.
c) Establish Targeted Tutoring and Academic Support Programs: Offer before- and after-school tutoring, homework help, and academic coaching specifically tailored to meet the needs of at-risk students.
d) Create a Comprehensive Mentorship Program: Pair at-risk students with adult mentors, including teachers, staff, or community volunteers, who can provide guidance, encouragement, and academic support.
e) Develop Personalized Learning Plans (PLPs): Collaborate with at-risk students, their families, and educators to create PLPs that address each student's unique academic needs, interests, and career goals.
f) Increase Access to Counseling and Mental Health Services: Expand on-campus counseling services to provide emotional and social support to at-risk students. Offer regular check-ins, group therapy sessions, and workshops on stress management, coping skills, and resilience building.
g) Enhance Family and Community Engagement: Strengthen partnerships with families and community organizations to provide wraparound services, such as family counseling, access to social services, and workshops on topics like financial literacy, parenting, and college/career readiness.
h) Offer Credit Recovery and Alternative Education Programs: Provide flexible options for students who have fallen behind in credits.
i) Foster a Positive School Climate and Culture: Implement programs and activities that promote a sense of belonging, inclusivity, and positive behavior.
 	
    Title I:
2.4, 2.5, 2.6
    Problem Statements: Demographics 1

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause**: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

State Compensatory

Budget for Birdville High School

Total SCE Funds: $621,832.00
Total FTEs Funded by SCE: 8.5
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Birdville High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Hernandez	Teacher	0.33
Estela Gonzales-Morales	Educational Assistant	1
Jaime Goad	Student Support Specialist	1
Jake Whitaker	Teacher	0.17
Lenaye Jackson	Educational Assistant	1
Maria Roman	Teacher	1
Mary Welborn	Teacher	0.5
Phillip Shaffer	Teacher	0.5
Richard Griffin	Student Assistance Counselor	1
Sara Mellado	Crisis Counselor	1
Tanna Falcon	Academic Dean	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, ___% of students (# of students) were identified as at-risk based on one or more of the following criteria:
1. *low performance on a readiness test or assessment instrument*
2. *semester failure of two or more academic subjects*
3. *grade retention*
4. *lack of satisfactory performance on state-mandated testing*
5. *pregnancy or parenthood*
6. *placement in an alternative education program*
7. *expulsion*
8. *parole, probation, deferred prosecution, or conditional release*
9. *drop out status*
10. *limited English proficiency*
11. *custody or care of the Department of Protective and Regulatory Services*
12. *homelessness*
13. *residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home*

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:
- *Whole Child Initiative*
- *Workshop Model*
- *Sheltered Instruction*
- *Social Skills Training*

Increased learning time is provided through pull out intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:
1. *Demographics*
2. *Perceptions*
3. *Student Learning*
4. *Processes and Programs*

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English <u>and other languages as practicable</u>. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:
Wayne Moody, David Beloc, Jeanene Richardson
Teachers:
Allison Hudak, Bethany Fletcher, Tina Clifton, Julie Vick, Laura Douglas, and Margret Flusche
Administrators:
Tim Drysdale, Jennifer Beasley, Alan Wallace, John Deleon, Divya Tinsman, Kelly Black, and Tanna Falcon
Other Campus and District Staff:
Cheryl Burch and Christine Thompson

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2024-2025:
- *August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum*
- *September Meet the Teacher Night on campus*
- *October Title I Meeting*
- *March Open House (Thursday only) on campus*
- *March Discover Birdville Event ~ Saturday 9:00-10:00 at Birdville High School*
- *May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library*

Title I Personnel

Name	Position	Program	FTE
Kelly Black	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$621,832.00
				Sub-Total	$621,832.00
				Budgeted Fund Source Amount	$621,832.00
				+/- Difference	$0.00
211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Facilitator		$64,653.00
3	3	1	Family Engagement		$0.00
				Sub-Total	$64,653.00
				Budgeted Fund Source Amount	$64,653.00
				+/- Difference	$0.00
				Grand Total Budgeted	$686,485.00
				Grand Total Spent	$686,485.00
				+/- Difference	$0.00