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 responseive learning environments.

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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

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.

- 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.

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.).

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

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.	

Strategy 4 Details	Reviews
Strategy 4:	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

No Progress

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

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	

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

0% No Progress

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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.	

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.	

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

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	

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

Strategy 3 Details	Reviews
Strategy 3:	

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

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.	

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

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.	

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

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			
	Formative			Summative
Strategy 1: ~~Deliver current and accurate information to students, parents, and staff regarding college admission, financial~~ aid, and the TEXAS grant program opportunities.	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Develop and maintain a district-wide coordinated health program.	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews		
	Formative		Summative
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.	Nov		
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			