

Birdville Independent School District

Birdville High School

2025-2026 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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Comprehensive Needs Assessment

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

The 2025 TEA Accountability Rating for Birdville High School shows an **overall rating of 86 (B)**, reflecting solid performance with room for growth. The strongest areas are the **Graduation Rate (99.8, scaled to 95)**, which demonstrates that nearly all students are successfully completing high school, and **Closing the Gaps (92, rated A)**, showing that the campus is making strong progress in supporting diverse student groups and ensuring equity. **College, Career, and Military Readiness (73)** is another relative strength, highlighting the school's efforts to prepare students for life beyond high school. However, areas of weakness appear in **STAAR Performance (89, but only a 59 raw score)** and **Academic Growth (62, rated D)**. This suggests that while students are meeting minimum standards at graduation, many are not showing the year-to-year academic progress expected, particularly in tested areas. **Relative Performance (80, rated B)** indicates that, when adjusted for the campus's 40.6% economically disadvantaged population, Birdville High still performs better than many peer schools. In summary, Birdville High School's strengths lie in **graduation success, readiness for postsecondary opportunities, and closing equity gaps**, while the most pressing need is to **accelerate academic growth and improve STAAR outcomes** to move the campus from good to great.

Student Learning Strengths

The 2025 TEA Accountability Rating for Birdville High School shows an **overall rating of 86 (B)**, reflecting solid performance with room for growth. The strongest areas are the **Graduation Rate (99.8, scaled to 95)**, which demonstrates that nearly all students are successfully completing high school, and **Closing the Gaps (92, rated A)**, showing that the campus is making strong progress in supporting diverse student groups and ensuring equity. **College, Career, and Military Readiness (73)** is another relative strength, highlighting the school's efforts to prepare students for life beyond high school. However, areas of weakness appear in **STAAR Performance (89, but only a 59 raw score)** and **Academic Growth (62, rated D)**. This suggests that while students are meeting minimum standards at graduation, many are not showing the year-to-year academic progress expected, particularly in tested areas. **Relative Performance (80, rated B)** indicates that, when adjusted for the campus's 40.6% economically disadvantaged population, Birdville High still performs better than many peer schools. In summary, Birdville High School's strengths lie in **graduation success, readiness for postsecondary opportunities, and closing equity gaps**, while the most pressing need is to **accelerate academic growth and improve STAAR outcomes** to move the campus from good to great.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas.

Root Cause: Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.

School Processes & Programs

School Processes & Programs Summary

Our programs and processes are anchored in the Six Systems of No Excuses University—Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions—which provide the structure for how we support students, monitor progress, and drive continuous improvement.

School Processes & Programs Strengths

Birdville High School has established a clear foundation through the **Six Systems of No Excuses University**, which guide how we support students and staff. Strengths include a **strong Culture of Universal Achievement**, reflected in high graduation rates (99.8%), and effective **Collaboration** within PLCs that build collective responsibility for student success. Our **Closing the Gaps (A, 92)** rating demonstrates that campus processes are effectively supporting diverse learners. In addition, **College, Career, and Military Readiness (73)** shows that programs are equipping students for postsecondary opportunities. These strengths confirm that our systems and programs are making a positive impact on student outcomes and equity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):

Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.

Root Cause: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

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 earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas.

Root Cause 2: Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.

Root Cause 3: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

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	Reviews			
<p>Strategy 1: Ensure consistent implementation of the district curriculum and state-approved resources at the campus level.</p> <p>Actions: a) Provide tiered professional learning opportunities that are responsive to all staff needs. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources, and strategies. c) Provide technical, consulting, PLC and coaching support for campus implementation plans. d) Provide training resources which support the district curriculum and state-approved resources. e) Use data to provide targeted support and progress monitoring. f) Support Instructional Facilitators and Academic Deans to lead the implementation of the District curriculum, identified resources, and strategies. g) Utilize district common assessments to ensure alignment of pacing and instruction. h) Utilize curriculum embedded strategies to support Tier I instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty cells for review data			

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Facilitate campus instructional focus walks and debriefing sessions with principals and central office staff to emphasize instructional priorities. b) Integrate lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings. c) Provide training to support general education and special program teachers in using instructional practices aligned with the district curriculum and assessment requirements. d) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance expectations. e) Embed research-based instructional strategies into literacy and mathematics instruction. f) Support campus teachers in monitoring the implementation of the district RLA curriculum through ongoing professional learning and coaching. g) Algebra I: Implement the Bluebonnet Learning curriculum in math classes with fidelity and guide classrooms in using the Math Playbook to support high-quality instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, and Professional Learning Committee Facilitators</p> <p>Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Instructional Facilitator - 211 - Title I - \$81,523</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.</p> <p>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) Conduct teacher training on the implementation of tier-one priorities. e) Continue to train and require the regular use of continuous improvement processes in the classroom. f) 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. g) 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. h) 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.</p> <p>Staff Responsible for Monitoring: Campus Administration, classroom teachers and ESL Team</p> <p>Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>
Student Learning
<p>Problem Statement 1: Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. Root Cause: Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.</p>





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 among underperforming student groups, as identified through state and district assessments.

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and enhance programs and strategies serving special population groups to ensure quality, compliance, and effectiveness in closing achievement gaps through data-driven planning, targeted implementation, and continuous monitoring.</p> <p>Actions: a) Execute targeted action plans derived from program evaluations to close achievement gaps among special population groups, including students receiving special education services, emergent bilinguals, students with dyslexia, and other identified groups such as those experiencing homelessness. b) Establish and maintain a robust monitoring system to ensure compliance with special program requirements and to support efforts to close achievement gaps. c) Implement structured processes to collect, analyze, and monitor data on the effectiveness of special programs serving identified student populations. d) Deliver accelerated instruction in alignment with HB 1416 to address learning loss and promote academic progress for students who need additional support. e) Explore and assess innovative instructional models to accelerate learning outcomes for students receiving special education services.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators</p> <p>Additional Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reinforce and strengthen the consistent districtwide implementation of the PDSA process as the standard for improving instruction, analyzing data, and accelerating student growth.</p> <p>Actions: a) Deliver targeted support, training, and coaching on the effective use of the PDSA process, including differentiated professional learning based on campus needs and implementation levels. b) Monitor and provide feedback on the development and execution of PDSA cycles through PLCs to ensure alignment with district expectations and instructional priorities. c) Showcase effective campus implementation of PDSA cycles, goal-setting, and the use of digital data folders during campus walk debriefs to reinforce best practices and build collective efficacy.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Forge and leverage strategic partnerships with community organizations and businesses to provide comprehensive support and resources that enhance the academic and social well-being of students and their families.</p> <p>Actions: a) Centralize and optimize existing community and business partnerships by establishing a comprehensive clearinghouse of resources--including personnel, time, and contributions--to maximize support for students and schools. b) Clearly articulate and reinforce the roles and responsibilities of all stakeholders in fostering effective community-school partnerships that expand educational opportunities for students, staff, and campuses. c) Actively cultivate and secure new community and business partnerships aimed at advancing students' academic performance, attendance, and personal growth.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. Root Cause: Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.</p>
Perceptions
<p>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.</p>

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: Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently implement the behavioral MTSS plan with fidelity.</p> <p>Actions: a) Utilize the Focus SIS for inputting behavioral MTSS student plans and leverage this data to guide DAEP assignments. b) Deliver Tier 1 behavior management training for teachers to proactively prevent escalation to Tiers 2 and 3. c) Ensure targeted interventions are consistently applied to support positive student behavior. d) Expand parental education programs to engage families in supporting student behavior and success.</p> <p>Staff Responsible for Monitoring: Campus Administration and Lead Counselor</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support to all students to help them meet career and college readiness standards.</p> <p>Actions: a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and 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.</p> <p>Staff Responsible for Monitoring: Campus Administration and Lead Counselor</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications. **Root Cause:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

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 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: Increase the percentage of students in grades 9-12 meeting College, Career, and Military Readiness (CCMR) requirements by establishing annual progress monitoring targets aligned with the new state standards, thereby positively impacting all domains of high school accountability.

Evaluation Data Sources: Number of students meeting TSIA 2, SAT, ACT or AP qualification scores, number of students completing a coherent sequence of CTE courses in a Program of Study and earning a state recognized industry-based certification (IBC) or license, earning an Associate's degree via the Collegiate Academy of Birdville or BCTAL P-Tech Health Science Academy, earning Dual Credit or Dual Enrollment credits through BISD's Higher Educational partners (Tarrant County College, Texas Woman's University, Tarleton State University), number of students enlisting the Armed Forces upon graduation and Special Education students graduating with an Advanced Diploma plan (earning an Endorsement) or a Completed Individualized Education Program with Workforce Readiness.

Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support to all students to help them meet College, Career and Military readiness (CCMR) standards.</p> <p>Actions: a) Develop and implement communication strategies to educate stakeholders regarding CCMR options for students. b) Implement test preparation support for college readiness exams. c) Coordinate with special education transition specialists to ensure students served by special education are scheduled into CTE courses. d) Assist in identifying additional businesses who provide work-based opportunities for special needs students. e) Continue the district-wide working group to develop strategies to improve CCMR opportunities for students. f) Ensure that students are receiving counseling and support services, such as the 4-year plan, to provide pertinent information and support to meet college and career readiness requirements. g) Utilize The Texas College Bridge to support improvement of CCMR outcomes.</p> <p>Staff Responsible for Monitoring: Campus administration, Academic Dean, Instructional Facilitator</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications. Root Cause: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.</p>

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

Performance Objective 1: Increase annual average daily attendance (ADA) by improving student enrollment, retention, and recruitment efforts, while maximizing the number of instructional days students are present throughout the school year.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.</p> <p>Actions: a) Utilize campus funds to support incentive programs aimed at improving student attendance. b) Track and review attendance data every six weeks to evaluate the impact of attendance-related strategies outlined in each Campus Improvement Plan. c) Establish a system to recognize and celebrate improvements in campus attendance during staff meetings. d) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions. e) Partner with a third-party vendor to enhance district-wide attendance efforts through the facilitation of structured attendance tribunals.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Perceptions
<p>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.</p>

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	Reviews			
<p>Strategy 1: Develop and deploy continuous improvement processes at the campus level.</p> <p>Actions: a) Communicate 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.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.</p> <p>Actions: a) Develop a plan for meeting certification requirements and areas of need for current staff. b) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. c) Implement a structured induction program for new staff, pairing them with experienced mentors for classroom visits, regular check-ins, and ongoing guidance. d) Provide targeted, job-embedded professional development aligned to district goals, teacher needs, and the "Profile of an Educator." e) Use classroom walk-throughs, coaching cycles, and student performance data to identify staff needs and provide individualized instructional support.</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 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.

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 1: Increase participation in the annual school safety survey by at least 10% each year by actively engaging students, staff, and parents through targeted outreach and communication strategies.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Collaborate with district staff (i.e Safety and Security Specialist, counselors, and Assistant Director of Counseling Services) to work with district and campus administrators to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campuses and district work sites. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:


Perceptions
<p>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.</p>

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Continue to review and update the 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 campus plan. e) Perform campus/building safety walk-throughs as required by district plan.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. Root Cause: Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.</p>

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	Reviews			
<p>Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.</p> <p>Actions: a) Continue to distribute information and provide training modules to counselors. b) Continue to monitor the effectiveness of the delivery of services. c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR. d) Host semester-based College & Career Readiness Workshops (in-person and virtual) for students and parents, including sessions on college admissions, FAFSA/TASFA completion, and TEXAS Grant eligibility, supported by updated resources on the campus website and newsletters.</p> <p>Problem Statements: Demographics 1 Funding Sources: Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.</p> <p>Actions: a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of EB students.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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.

State Compensatory

Budget for Birdville High School

Total SCE Funds:

Total FTEs Funded by SCE: 8.5

Brief Description of SCE Services and/or Programs

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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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Black	Instructional Facilitator	Title I	1.0