

Birdville Independent School District

District Improvement Plan

2025-2026



Mission Statement



The strategic mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing, global society. Embedded in this mission is the commitment to provide students with innovative and responsive learning environments where graduates are empowered learners, responsible citizens, global competitors and innovative entrepreneurs.

To be prepared for success in college and the workplace, a Birdville ISD graduate is a/an:

Empowered Learner

- Applies knowledge and skills mastered through well-rounded, comprehensive, rigorous and relevant learning experiences
- Communicates effectively for different audiences and purposes through authentic reading, writing, listening and speaking
- Seeks opportunities to learn and grow in response to an ever-changing world

Responsible Citizen

- Collaborates effectively with teams, both as a contributor and a leader, to accomplish a common goal with a commitment to service
- Balances physical, mental and emotional health through reflection, self-evaluation and self-advocacy
- Demonstrates ethical behaviors exhibiting integrity, respect and accountability

Global Competitor

- Demonstrates knowledge of and empathy for cultural, economic, environmental and social issues across the world
- Values the importance of diversity in life and careers
- Exhibits academic, technological and workplace competence within a global environment Innovative

Entrepreneur

- Solves problems through collaboration, critical thinking, creativity and innovation
- Takes calculated risks, learns from mistakes and is resilient in the face of challenges
- Embraces and applies passions to execute plans and accomplish career and life goals

Vision

All students excel through innovation and responsive learning environments.

Strategic Objectives

1. All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.
2. All students will own their learning and aspire to achieve high academic goals.
3. All students will demonstrate personal responsibility and integrity reflective of noble character.
4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.

Strategies

1. We will craft a system of innovative learning approaches, patterns, and practices that respond to the unique needs, interests, and talents of all students.
2. We will ensure a culture of integrity, service, and community committed to excellence, innovation, and responsiveness.
3. We will leverage the use of time, resources, and space to address the needs and learning goals of our students and community.
4. We will expand and enhance unique learning opportunities through strategic partnerships both in and outside the district.

Parameters

In accordance with our beliefs, mission and objectives:

1. We will make decisions in the best interest of students.
2. We will treat all people with dignity and respect.
3. We will model and expect personal responsibility.
4. We will practice responsible stewardship of our resources.
5. We will not compromise our commitment to excellence with integrity.
6. We will not give up on any student.

Value Statement

We believe that ...

Human beings are complex with unique intellectual, social, emotional, and physical needs.

Every person is unique by design, with abilities, gifts and talents.

Every person has inherent value and unique potential.

All people are innately curious.

Relationships are an inherent human need.

Personal responsibility is essential and noble for all.

Family profoundly impacts who we become.

Character is developed through life experiences.

With a privilege comes responsibility and accountability.

A physically and emotionally safe environment encourages learning.

Learning is not limited by time or space.

Freedom is a universal desire to be promoted and preserved.

Values drive choices.

Change is constant.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

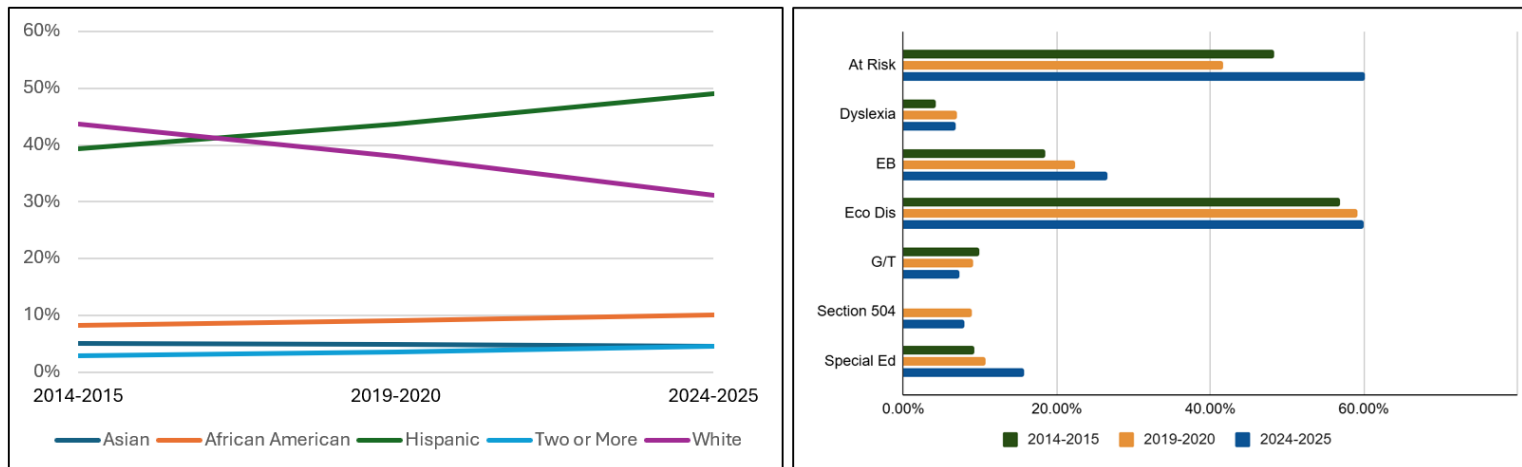
Birdville Independent School District (BISD) is strategically situated in northeast Tarrant County, covering a wide geographical area that includes all or parts of seven distinct municipalities: Haltom City, North Richland Hills, Richland Hills, Watauga, Fort Worth, Hurst, and Colleyville. This expansive reach allows us to serve a broad and varied community, each with its own unique characteristics and needs. Our district is home to a diverse array of neighborhoods, ranging from urban areas with economically disadvantaged populations to suburban regions characterized by upper-middle-class residents. This diversity enriches our educational environment, providing students with the opportunity to learn and grow alongside peers from different backgrounds and experiences.

BISD is comprised of a robust network of educational institutions, including 19 elementary schools, of which eight offer a dual language program from pre-kindergarten through fifth grade. Additionally, we have seven middle schools and three comprehensive high schools, each dedicated to meeting the needs of all learners. Furthermore, our district includes four specialized campuses that offer targeted support and unique learning opportunities. These campuses are designed to cater to the diverse needs of our student population, ensuring that every child has access to the resources and support necessary to succeed academically and personally. Through these specialized programs, we are committed to nurturing the potential of each student and preparing them for future success.

Birdville ISD Demographic Breakdown - 2024-2025 Fall PEIMS

Total Students	22,268		Student Programs			Total Staff (employed 2023-2024)	3,012	Teacher Years of Experience			
Early Education	152	0.68%	Dyslexia	1,531	6.88%	Staff Information		Beginning		10.5%	
Pre-Kindergarten	940	4.22%	Gifted and Talented	1,635	7.34%	Administration and Administrative Support	511	1-5 years experience		23.9%	
Elementary (Grades PK - 5)	9,210	41.36%	Section 504	1,786	8.02%	Teachers	1,485	6-10 years experience		19.9%	
Middle School (Grades 6-8)	4,936	22.16%	Special Education (SPED)	3,521	15.81%	Educational Aide	354	11-20 years experience		28.7%	
High School (Grades 9-12)	7,030	31.56%	Emergent Bilingual (EB)	5,913	26.55%	Auxiliary	662	Over 20 years experience		17.0%	
Student Demographics			Bilingual Education	1,766	7.93%	Staff Demographics		Average years experience		11.3%	
Female	10,743	48.24%	Title I - Schoolwide Program	19,928	89.49%	Female	76.1%	Average years experience in BISD		7.5%	
Male	11,525	51.76%	Student Indicators			Male	23.9%	Turnover Rate		20.2%	
Hispanic-Latino	10,917	49.03%	Economically Disadvantaged	13,350	59.95%	Hispanic-Latino	16.2%	Teacher Years of Experience			
American Indian	75	0.34%	At Risk	13,385	60.11%	American Indian	0.4%	Beginning		9.5%	
Asian	1,023	4.59%	Homeless Status	153	0.69%	Asian	1.8%	1-5 years experience		23.2%	
African American	2,230	10.01%	Attendance			African American	4.9%	6-10 years experience		22.7%	
Pacific Islander	92	0.41%	2024-2025 school year	94.45% (OnDataSuite)		Pacific Islander	0.1%	11-20 years experience		27.9%	
White	6,928	31.11%				White	75.2%	Over 20 years experience		16.7%	
Two-or-More	1,003	4.50%				Two-or-More	1.3%	Average years experience		11.5%	
Graduation Rates (lagging data) - TAPR 2023-2024, Class of 2023			White	4-year	94.4%	Average years experience in BISD				7.6%	
All students	4-year	93.0%	Two or More Races	4-year	88.4%	Average Actual Teacher Salaries		\$65,466	Turnover Rate		19.6%
African American	4-year	90.4%	Economically Disadvantaged	4-year	91.9%						
Asian	4-year	100%	Emergent Bilingual	4-year	89.7%						
Hispanic	4-year	92.3%	Special Education	4-year	84.3%						

Over the past decade, BISD has experienced significant demographic and population changes. These changes highlight the evolving diversity and needs within our district.



Over the years, our school has observed a shift in the demographic composition of our student body. The percentage of Asian students has slightly decreased from 5.02% in 2014-2015 to 4.59% in 2024-2025. Meanwhile, the African American student population has seen a gradual increase from 8.18% to 10.01% over the same period. The Hispanic student population has grown significantly, rising from 39.37% to 49.03%. Students identifying as Two or More races have also increased from 2.77% to 4.50%. Conversely, the percentage of White students has decreased from 43.68% to 31.11%.

The percentage of students identified as At-Risk has fluctuated, decreasing from 48.35% in 2014-2015 to 41.67% in 2019-2020, before rising sharply to 60.11% in 2024-2025. The prevalence of dyslexia among our students increased from 4.18% to 7.01% between 2014-2015 and 2019-2020, with a slight decrease to 6.88% in 2024-2025. The percentage of English learners (EB) has steadily increased from 18.42% to 26.55%. Economically Disadvantaged (Eco Dis) students have consistently made up a significant portion of our student body, rising from 56.98% to 59.95%.

The percentage of students identified as Gifted and Talented (G/T) has decreased from 9.84% to 7.34%. Students under Section 504 have slightly decreased from 8.98% in 2019-2020 to 8.02% in 2024-2025. The percentage of students in Special Education has increased significantly from 9.32% to 15.81%. These changes reflect the evolving needs and diversity of our student population, guiding our efforts to provide inclusive and supportive educational environments.

Demographics Strengths

Our district has experienced a slight positive trend in enrollment numbers, with an increase from 22,219 in the 2023-2024 academic year to 22,268 in 2024-2025. This growth, coupled with stable enrollment figures over the past four years, reflects our institution's ability to attract and retain students, underscoring the trust and confidence that families place in our educational offerings.

We have seen a steady rise in attendance rates, increasing from 92.7% in 2021–2022 to 94.5% in 2024–2025. This encouraging trend reflects our Board's ongoing commitment to creating engaging, supportive learning environments that prioritize the value of consistent attendance and its impact on student success. In tandem with this progress, the district has made significant strides in reducing chronic absenteeism—from 23.1% in 2021–2022 to 13.3% in 2024–2025. This notable decrease underscores the effectiveness of our proactive strategies to identify and support students at risk of frequent absences, helping them stay connected to school and on a path toward long-term achievement.

The graduation rate for our students completing high school in four years has consistently surpassed both state and regional averages, with a rate of 93% in 2023 compared to the state average of 90.3% and the regional average of 89.9%. This achievement is a testament to the dedication of our educators and the effectiveness of our academic programs in preparing students for post-secondary success.

Our teaching staff is highly experienced, with an average of 11.3 years of experience, and we have successfully reduced the teacher turnover rate from 20.2% in 2022-2023 to 19.6% in 2023-2024. This stability within our teaching workforce ensures continuity in instruction and contributes to a strong, cohesive educational community.

We have also made strides in compensating our educators fairly, with the average actual teacher salaries increasing from \$63,500 in 2022-2023 to \$65,466 in 2023-2024. Additionally, our district offers a competitive beginning teacher salary of \$61,710, significantly higher than the state average of \$54,272. This commitment to competitive compensation helps us attract and retain high-quality educators who are essential to our students' success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system.

Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.

Student Learning

Student Learning Summary

3rd Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	77	78	1	75	74	-1	78	79	1
	Meets	50	51	1	49	47	-2	52	55	3
	Masters	20	21	1	21	19	-2	23	22	-1
Math	Approaches	72	76	4	69	71	2	70	73	3
	Meets	43	44	1	41	40	-1	45	47	2
	Masters	19	19	0	15	13	-2	19	20	1

3rd Grade - SPANISH

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	54	53	-1	45	42	-3	52	53	1
	Meets	26	22	-4	17	14	-3	22	22	0
	Masters	14	9	-5	8	4	-4	11	7	-4
Math	Approaches	57	59	2	48	59	11	56	65	9
	Meets	23	25	2	20	27	7	28	33	5
	Masters	6	5	-1	4	7	3	8	8	0

4th Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	78	80	2	81	82	1	81	84	3
	Meets	47	51	4	51	48	-3	54	52	-2
	Masters	21	23	2	23	20	-3	24	21	-3
Math	Approaches	70	69	-1	68	66	-2	68	70	2
	Meets	47	44	-3	45	41	-4	46	43	-3
	Masters	22	19	-3	21	17	-4	24	20	-4

4th Grade - SPANISH

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	51	37	-14	47	39	-8	51	40	-11
	Meets	31	22	-9	29	18	-11	34	20	-14
	Masters	13	3	-10	12	4	-8	14	5	-9
Math	Approaches	47	23	-24	39	31	-8	46	41	-5
	Meets	22	6	-16	19	9	-10	23	21	-2
	Masters	7	0	-7	6	3	-3	8	4	-4

5th Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	81	82	1	78	82	4	77	78	1
	Meets	56	60	4	54	58	4	58	58	0
	Masters	28	32	4	29	31	2	30	31	1
Math	Approaches	79	80	1	76	79	3	73	74	1
	Meets	50	50	0	49	52	3	46	47	1
	Masters	21	21	0	19	20	1	22	21	-1
Science	Approaches	64	67	3	57	62	5	64	66	2
	Meets	34	40	6	26	31	5	30	32	2
	Masters	15	18	3	11	13	2	12	13	1

5th Grade - SPANISH

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	62	56	-6	61	66	5	64	68	4
	Meets	33	29	-4	27	26	-1	33	28	-5
	Masters	14	8	-6	8	11	3	12	6	-6
Math	Approaches	57	33	-24	48	47	-1	46	52	6
	Meets	23	18	-5	19	16	-3	19	24	5
	Masters	5	0	-5	3	3	0	6	4	-2
Science	Approaches	33	21	-12	21	13	-8	33	37	4
	Meets	9	3	-6	5	0	-5	7	5	-2
	Masters	2	0	-2	1	0	-1	1	0	-1

6th Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	75	75	0	75	74	-1	75	74	-1
	Meets	50	51	1	54	54	0	54	55	1
	Masters	21	22	1	25	24	-1	28	28	0
Math	Approaches	74	76	2	69	68	-1	72	75	3
	Meets	37	39	2	37	38	1	38	39	1
	Masters	15	14	-1	13	13	0	15	14	-1

7th Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	77	79	2	72	72	0	74	74	0
	Meets	52	56	4	52	55	3	52	53	1
	Masters	26	27	1	28	30	2	26	27	1
Math	Approaches	61	70	9	53	59	6	52	61	9
	Meets	35	45	10	32	39	7	31	39	8
	Masters	10	17	7	10	13	3	10	15	5

8th Grade

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	82	83	1	79	78	-1	80	76	-4
	Meets	56	56	0	54	53	-1	56	53	-3
	Masters	27	25	-2	28	27	-1	31	29	-2
Math	Approaches	74	70	-4	70	69	-1	69	62	-7
	Meets	44	39	-5	40	38	-2	45	37	-8
	Masters	16	12	-4	15	12	-3	17	13	-4
Science	Approaches	72	77	5	68	69	1	72	76	4
	Meets	45	51	6	42	42	0	46	52	6
	Masters	16	19	3	16	16	0	18	21	3
Social Studies	Approaches	60	64	4	57	56	-1	55	55	0
	Meets	31	33	2	31	28	-3	30	28	-2
	Masters	15	15	0	16	14	-2	16	14	-2

Course	Performance Level	2023			2024			2025		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
Algebra	Approaches	78	81	3	79	81	2	76	80	4
	Meets	45	50	5	45	47	2	47	53	6
	Masters	24	26	2	25	23	-2	29	32	3
Biology	Approaches	89	92	3	91	93	2	91	93	2
	Meets	57	64	7	57	64	7	62	67	5
	Masters	22	28	6	19	23	4	21	25	4
English 1	Approaches	71	75	4	67	69	2	66	66	0
	Meets	54	59	5	54	56	2	51	52	1
	Masters	14	16	2	17	17	0	16	14	-2
English 2	Approaches	74	77	3	74	78	4	71	71	0
	Meets	56	59	3	60	64	4	56	57	1
	Masters	9	9	0	9	10	1	9	8	-1
US History	Approaches	95	97	2	95	96	1	94	96	2
	Meets	71	79	8	69	73	4	68	75	7
	Masters	39	47	8	37	43	6	37	44	7

2024–2025 State of Texas Assessments of Academic Readiness (STAAR) Results

STAAR performance is reported in four categories:

Approaches Grade Level: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

STAAR (3-8)

3rd Grade Reading Language Arts: 79% Approaches, 55% Meets, 22% Masters; Spanish RLA: 53% Approaches, 22% Meets, 7% Masters.

3rd Grade Math: 73% Approaches, 47% Meets, 20% Masters; Spanish Math 65% Approaches, 33% Meets, 8% Masters.

4th Grade Reading Language Arts: 84% Approaches, 52% Meets, 21% Masters; Spanish Math 40% Approaches, 20% Meets, 5% Masters.

4th Grade Math: 70% Approaches, 43% Meets, 20% Masters; Spanish 41% Approaches, 21% Meets, 4% Masters

5th Grade Reading Language Arts: 78% Approaches, 58% Meets, 31% Masters; Spanish 68% Approaches, 28% Meets, 6% Masters

5th Grade Math: 74% Approaches, 47% Meets, 21% Masters; Spanish 52% Approaches, 24% Meets, 4% Masters

5th Grade Science: 66% Approaches, 32% Meets, 13% Masters; Spanish 37% Approaches, 5% Meets, 0% Masters.

6th Grade Reading Language Arts: 74% Approaches, 55% Meets, 28% Masters

6th Grade Math: 75% Approaches, 39% Meets, 14% Masters

7th Grade Reading Language Arts: 74% Approaches, 53% Meets, 27% Masters

7th Grade Math: 61% Approaches, 39% Meets, 15% Masters

8th Grade Reading Language Arts: 76% Approaches, 53% Meets, 29% Masters

8th Grade Math: 62% Approaches, 37% Meets, 13% Masters

8th Grade Science: 76% Approaches, 52% Meets, 21% Masters

8th Grade Social Studies: 55% Approaches, 28% Meets, 14% Masters

STAAR End of Course (EOC)

Algebra EOC: 80% Approaches, 53% Meets, 32% Masters

Biology EOC: 93% Approaches, 67% Meets, 25% Masters

English I EOC: 66% Approaches, 52% Meets, 14% Masters

English II EOC: 71% Approaches, 57% Meets, 8% Masters

US History EOC: 96% Approaches, 75% Meets, 44% Masters

Student Learning Strengths

At BISD, we maintain high academic expectations across all content areas, which is reflected in our students' consistent performance that surpasses the state average in multiple subjects and performance levels over the past three years. This commitment to academic excellence is a testament to the dedication of our educators and the hard work of our students, ensuring that they are well-prepared for future academic and career endeavors.

- In Algebra I, our students have outperformed the state for three consecutive years in both the Approaches and Meets categories. Notably, we have seen a significant growth in the Masters category, with a 3 percentage point increase from 2024 to 2025. This progress highlights our effective teaching strategies and the students' increasing proficiency in mathematical concepts.
- Our Biology program has consistently outperformed the state in all three performance levels each year. We have shown particular strength in the Meets category, where our students have scored 5 to 7 percentage points above the state average. This achievement underscores our commitment to providing a

robust science curriculum that fosters critical thinking and a deep understanding of biological principles.

- In English I and II, our students have consistently outperformed or matched the state in the Approaches and Meets categories over the past three years. This consistency demonstrates our focus on developing strong literacy skills and our ability to adapt teaching methods to meet the diverse needs of our students.
- Our U.S. History program has demonstrated remarkable gains, particularly in the Meets and Masters categories. In 2025, our students achieved a 7-point advantage in both categories compared to the state average. This success reflects our emphasis on engaging students with a comprehensive understanding of historical events and their impact, fostering a deeper appreciation for the subject.
- In our elementary and middle school, we are proud of the achievements of our 3rd-grade students, who have consistently outperformed the state in Math across all three performance levels. This demonstrates not only the strength of our math curriculum but also the dedication of our teachers and students. In Reading, our district has shown resilience and improvement, particularly in the Meets and Masters categories, with a clear trajectory of progress anticipated by 2025. This steady improvement reflects our commitment to literacy and the effectiveness of our reading programs.
- Our 5th-grade students have consistently exceeded state performance in Reading Language Arts (RLA), Math, and Science, particularly in the Approaches and Meets categories. Over time, we have also observed gains in the Masters level, indicating that our students are not only meeting but surpassing expectations. This consistent performance is a testament to the rigorous academic standards we uphold and the supportive learning environment we provide.
- In 6th grade, our students have either maintained or improved their performance in RLA, and Math across all three performance levels. By consistently outperforming or matching the state, we demonstrate the effectiveness of our instructional strategies and the adaptability of our students to meet academic challenges. This stability and growth are indicative of the strong foundation laid in earlier grades and the continued support from our dedicated educators.
- Our 7th-grade students have maintained strong performance in RLA and have shown significant gains in Math across all three levels. Notably, the Meets level has exceeded the state by 8–10 points over the past three years, highlighting the success of our targeted interventions and the hard work of our students and teachers. This achievement underscores our focus on continuous improvement and excellence in education.
- In 8th-grade Science, our students have outperformed the state in all three levels in both 2023 and 2025, with a notable 6-point gain in the Meets category from 2024 to 2025. This consistent outperformance is a reflection of our robust science curriculum and the innovative teaching methods employed by our educators. It also highlights our commitment to fostering a deep understanding of scientific concepts and critical thinking skills among our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals.

Root Cause: Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.

District Processes & Programs

District Processes & Programs Summary

Birdville ISD offers a comprehensive range of educational programs and services designed to meet the needs of its student population.

We are proud to offer a full-day Pre-Kindergarten program, which provides young learners with a comprehensive and nurturing environment to develop foundational skills that are crucial for their future academic success. This program is designed to engage children in a variety of learning experiences that promote cognitive, social, and emotional growth.

We are committed to supporting students with dyslexia through specialized programs that address their unique learning needs. Our dedicated staff employs evidence-based strategies to help these students improve their reading and writing skills, ensuring they have the tools necessary to succeed in their academic journey.

Special education services are an integral part of our school, providing individualized support to students with diverse learning needs. Our team of skilled professionals works collaboratively with families to create personalized education plans that promote academic and personal growth.

Our dual language program, available from Pre-Kindergarten through 5th grade, immerses students in both English and Spanish, fostering biliteracy. This program not only enhances cognitive abilities but also prepares students to thrive in a multicultural world.

Intervention programs are in place to assist students who require additional academic support. These targeted interventions are designed to address specific learning gaps, helping students to achieve grade-level proficiency and build confidence in their abilities.

For students who need to recover credits, our credit recovery program offers a pathway to stay on track for graduation. This program provides flexible options for students to complete coursework and earn the necessary credits to meet graduation requirements.

We offer students the opportunity to earn college credit through dual-credit programs and Advanced Placement (AP) courses. These programs challenge students academically and provide them with a head start on their post-secondary education, potentially saving time and money in their college pursuits.

Our graduates have the opportunity to earn endorsements in STEM, Business & Industry, and Arts & Humanities. These endorsements allow students to specialize in areas of interest, equipping them with the skills and knowledge needed for future careers and higher education.

Our high school sports program includes a wide range of athletic opportunities such as football, soccer, basketball, cross-country, track, gymnastics, golf, tennis, swimming, baseball/softball, volleyball, and wrestling. These programs promote physical fitness, teamwork, and school spirit. Similarly, our middle school sports offerings include football, basketball, cross-country, track, gymnastics, tennis, and volleyball, providing younger students with the chance to develop their athletic skills and sportsmanship.

Fine Arts education is a vital component of our curriculum for grades 6-12, offering students the chance to explore instrumental music, choir, visual arts, and theatre. These programs encourage creativity, self-expression, and cultural appreciation, enriching the overall educational experience.

Our Programs of Study allow students to explore fields of interest through hands-on learning, field-based experiences, and internships. The academies, open to incoming 9th-graders, require a four-year commitment, while other Programs of Study within Birdville ISD CTE offer more flexible completion schedules, catering to diverse student needs and interests.

We are proud to support a variety of student organizations and competitions, including DECA, TAFE, Esports, FFA, First Robotics Competition, Future Business Leaders of America, Hot Rodders of Tomorrow, National Technical Honor Society, SkillsUSA, and Special Olympics.

District Processes & Programs Strengths

The BISD Communications Department plays a pivotal role in keeping our community informed and engaged by consistently highlighting district activities and achievements through social media. By sharing essential information such as the locations and times when staff are available to assist with online registration, we ensure that our families have the support they need to navigate the registration process smoothly. Additionally, we express our gratitude to community partners strengthening our community ties and supporting our students' well-being.

Our communications also celebrate the dedication of our staff members who go above and beyond by attending additional training sessions. This commitment to professional development not only enhances their skills but also enriches the educational experience for our students. Furthermore, we take pride in showcasing the achievements of our students who excel in various competitions at local, regional, state, and even national levels. These accomplishments reflect the hard work and talent of our students and the support they receive from our dedicated educators.

Through our social media channels, we also share the exciting journeys of our sports teams, individual athletes, and band members as they compete and achieve success. These stories of perseverance and triumph inspire our entire community and highlight the diverse talents within our district.

Moreover, we are honored to have been selected by the Texas Commission on Law Enforcement as a training site for over 300 officers from across the state. This recognition underscores our commitment to excellence and our role as a leader in educational and professional development.

While these highlights represent powerful examples of BISD's strengths, they offer only a glimpse into the many programs, partnerships, and efforts that make our district a strong and vibrant learning community.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders.

Root Cause: Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.

Perceptions

Perceptions Summary

In the spring of 2025, our district undertook a comprehensive data collection initiative to assess school safety issues, gathering insights from students, staff, and parents. The overall sentiment from this data indicates that there is a strong foundation of perceived safety within our schools. This is a positive reflection of the efforts we have made thus far to ensure a secure learning environment for all members of our school community.

While the survey reflected a strong overall perception that students and staff feel safe and secure, it also provided valuable insights into areas where safety practices can be further strengthened:

- There is an opportunity to increase the presence and visibility of dedicated security personnel across all campuses to enhance the sense of safety.
- Staff and student feedback emphasized the importance of addressing concerns related to bullying and disruptive behavior, with a focus on ensuring a positive school climate through students and staff feeling safe and supported.
- Increased supervision in hallways and restrooms was identified as a way to help deter incidents such as fighting and vaping.
- Increased security presence during arrival and dismissal times was recommended to support safe transitions at the start and end of the school day.
- Consider more frequent, consistent, and realistic safety drills—particularly lockdown drills—to build confidence and preparedness among students and staff.

Perceptions Strengths

At Birdville ISD, we prioritize the safety and well-being of our students, staff, and community, and it is heartening to know that our efforts are recognized and appreciated. The sense of security felt by all stakeholders is a testament to the effectiveness of our comprehensive safety measures, which are continually assessed and refined to meet the highest standards. Our commitment to maintaining a safe and nurturing environment is unwavering, and we are dedicated to ensuring that everyone within our district feels protected and supported.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus.

Root Cause: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.

Priority Problem Statements

Problem Statement 1: While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals.

Root Cause 1: Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus.

Root Cause 2: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system.

Root Cause 3: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders.

Root Cause 4: Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.

Problem Statement 4 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
- b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "Meets" and "Masters" level as measured by the spring 2026 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

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance Star Assessments (reading, grades 3-5 and mathematics, grades 1-5)
 Secondary: Renaissance Star Assessments (grades 6-8 mathematics and grades 6-8 reading) and Released State Assessments for EOC tested subjects
 Alignment to Strategic Plan, Strategy 1, Objective 1.


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: Executive Director of Curriculum & Instruction, Executive Directors of Campus Support</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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) K-12 All Content: Facilitate campus instructional focus walks and debriefing sessions with principals and central office staff to emphasize instructional priorities.</p> <p>b) K-12 All Content: Integrate lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings.</p> <p>c) K-12 All Content: Collect process data to assess the alignment and implementation of district initiatives.</p> <p>d) K-12 All Content: Provide training to support general education and special program teachers in using instructional practices aligned with the district curriculum and assessment requirements.</p> <p>e) 3-11 Tested Content: Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance expectations.</p> <p>f) K-12 Math & RLA: Embed research-based instructional strategies into literacy and mathematics instruction.</p> <p>g) K-12 RLA: Support campus administrators in monitoring the implementation of the district RLA curriculum through ongoing professional learning and coaching.</p> <p>h) 5-8 Social Studies: Implement the use of proficiency scales to guide instruction and assessment.</p> <p>i) K-5 RLA: Deliver training for new elementary teachers and administrators on the science of teaching reading, aligned with TEA and HB3 requirements through the Reading Academies and coaching model.</p> <p>j) K-5 RLA: Provide coaching and training to elementary teachers to sustain implementation of district and state literacy requirements.</p> <p>k) K-5 RLA: Gather artifacts to demonstrate literacy implementation and teacher mastery of the science of teaching reading.</p> <p>l) K-3 RLA: Increase teacher proficiency to effectively deliver the required K-3 phonics program through targeted professional learning and ongoing support.</p> <p>m) K-Algebra I: Implement the Bluebonnet Learning curriculum in math classes with fidelity and guide campuses in using the Math Playbook to support high-quality instruction.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Deliver training on data-driven decision-making to enhance instructional practices and promote responsive teaching.</p> <p>Actions: a) Deepen understanding and implementation of data-driven, responsive instruction through the PLC process.</p> <p>b) Design and deliver professional learning on writing effective formative assessments, including capturing formative data in Eduphoria Aware to inform teacher practice and demonstrate student growth.</p> <p>c) Facilitate teacher training on the implementation of tier-one priorities.</p> <p>d) Train instructional facilitators and teachers to monitor student progress using data folders and proficiency measures, and to provide specific feedback that supports learning growth.</p> <p>g) Equip teachers with a clear understanding of the TEA writing rubrics and train them to provide responsive, targeted feedback to students based on these rubric criteria.</p> <p>e) Administer district common assessments and analyze the resulting data to guide instructional decisions.</p> <p>f) Conduct training on setting individual student goals within mCLASS and interpreting goal outcomes.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Campus Support, Director of Planning, Assessment, & Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Review and refine the district-wide comprehensive plan for students participating in advanced studies, including identified gifted and talented (GT) students, for the purpose of broadening the opportunities for rigorous learning.</p> <p>Actions: a) Deliver targeted professional learning on College Board resources for Advanced Academics teachers, prioritizing new AP educators and key content coordinators.</p> <p>b) Design and implement innovative high school enrichment opportunities, expanding college coursework options.</p> <p>c) Evaluate and enhance the GATE curriculum and services by integrating targeted improvements that empower GT students to excel academically, engage deeply with their passions, foster higher-order thinking, and develop critical soft skills for future success.</p> <p>d) Amplify student participation in UIL academic events and competitions such as Destination Imagination to boost engagement and achievement.</p> <p>e) Accelerate the completion rate of Associate's Degrees through Early College High School by broadening access and increasing student support.</p> <p>f) Strengthen college readiness by increasing the number of students meeting qualification benchmarks on college entrance exams.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics & CCMR</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Lead campuses in driving continuous improvement by pinpointing key performance measures and rigorously monitoring student progress.</p> <p>Actions: a) Implement the Quarterly Review Protocol and conduct focused campus walks on instruction and program implementation to drive improvements in student performance.</p> <p>b) Deliver training on analyzing data from multiple assessments (CIRCLE, mCLASS, Star Renaissance, and District Common Assessments) to inform instruction and track student growth.</p> <p>c) Reinforce and require the consistent application of continuous improvement processes within classrooms through ongoing training.</p> <p>d) Collect, analyze, and monitor student progress data at campuses to close achievement gaps, meet HB3 Board goals, and address individual student needs, ensuring all students achieve expected growth toward interim targets in the Academic Achievement component of the Closing the Gaps domain as defined by TEA.</p> <p>e) Develop Performance Measures for each campus aligned with TEA's criteria for expected growth in Academic Achievement--specifically STAAR performance at Meets Grade Level or above in reading/language arts (RLA) and mathematics.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Director of Planning, Assessment, and Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>
Student Learning
<p>Problem Statement 1: While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals. Root Cause: Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.</p>

District Processes & Programs

Problem Statement 1: The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders. **Root Cause:** Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.

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.

- a) Ensure all identified student groups in grades PreK-3 meet progress monitoring targets in reading and mathematics, as measured by a district-approved assessment tool.
- b) Require campuses with underperforming student groups to develop a local targeted improvement plan or turnaround plan and participate in quarterly, data-driven progress monitoring meetings to track and accelerate growth.

High Priority

HB3 Goal

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

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.</p> <p>b) Establish and maintain a robust monitoring system to ensure compliance with special program requirements and to support efforts to close achievement gaps.</p> <p>c) Implement structured processes to collect, analyze, and monitor data on the effectiveness of special programs serving identified student populations.</p> <p>d) Deliver accelerated instruction in alignment with HB 1416 to address learning loss and promote academic progress for students who need additional support.</p> <p>e) Explore and assess innovative instructional models to accelerate learning outcomes for students receiving special education services.</p> <p>f) In compliance with the Migratory Education Program, the district will review each Priority for Service (PFS) student's grade progress report, attendance, and discipline quarterly with school counselors, to ensure additional structural supports are provided as needed.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Specialized Programs, Behavior Support and Compliance, Executive Director of Specialized Instruction, Evaluations, and Early Childhood, Director of Planning, Assessment, & Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for stakeholders on using data to support student growth, understand the state accountability system and apply insights to close achievement gaps and meet campus performance goals.</p> <p>Actions: a) Provide professional development for instructional leaders on analyzing and using data to guide focused instruction, implement appropriate interventions, and ensure approved accommodations are effectively applied campus-wide.</p> <p>b) Support instructional leaders in regularly tracking student performance to monitor progress toward meeting grade-level standards and guide campus-wide improvement efforts.</p> <p>c) Equip instructional leaders with ongoing training in data analysis to inform instructional decisions and coach teachers in data-driven practices.</p> <p>d) Collaborate with instructional leaders to implement a comprehensive professional development plan addressing the needs of emergent bilingual and special education students, with resources and support tailored to the campus's level of need.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction & Accountability, Executive Director of Curriculum & Instruction, Executive Director of Specialized Instruction, Evaluations, & Early Childhood, Executive Director of Specialized Programs, Behavior Support, and Compliance, Director of Planning, Assessment, & Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>b) Monitor and provide feedback on the development and execution of PDSA cycles through PLCs to ensure alignment with district expectations and instructional priorities.</p> <p>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: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum & Instruction, the Executive Directors of Campus Support, and the Director of Planning, Assessment, & Accountability</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>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.</p> <p>c) Actively cultivate and secure new community and business partnerships aimed at advancing students' academic performance, attendance, and personal growth.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer; Coordinator of Business & Community Partnerships</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure accuracy and consistency in PEIMS coding across all critical areas--including at-risk indicators, special education, bilingual, CTE, and CCMR--to guarantee precise student identification, maintain compliance, and support effective allocation of resources.</p> <p>Actions: a) Deliver quarterly, data-driven reports to monitor student services in alignment with accurate coding practices.</p> <p>b) Enforce strict verification and alignment of services with corresponding coding prior to every PEIMS submission to ensure data integrity and compliance.</p> <p>c) Enhance and streamline communication channels with all stakeholders responsible for PEIMS data to guarantee timely and accurate reporting.</p> <p>d) Provide targeted, hands-on training on OnDataSuite (ODS) to empower stakeholders in effectively monitoring and managing at-risk indicators.</p> <p>e) Establish and enforce comprehensive PEIMS submission timelines, engaging all relevant stakeholders to ensure accountability and adherence to deadlines.</p> <p>f) Provide extensive training to district and campus personnel responsible for coding accuracy to ensure precise and consistent data entry across all areas.</p> <p>g) Develop, implement, and monitor a clear roles and responsibilities chart to ensure accurate student data collection and precise PEIMS coding throughout the district.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer, Director of Enterprise Solutions, Assistant Director of PEIMS</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>

Student Learning

Problem Statement 1: While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals. **Root Cause:** Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.


District Processes & Programs

Problem Statement 1: The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders. **Root Cause:** Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.


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) Train and certify staff on every campus to ensure consistent and effective implementation of the behavioral MTSS plan with established procedures.</p> <p>b) Audit PBIS agendas and minutes during principal appraisal conferences and campus visits to verify fidelity and progress.</p> <p>c) Mandate each campus to implement a research-based discipline management program aligned with and supporting the district's behavioral MTSS tiered framework.</p> <p>d) Require campuses to use the Focus SIS for inputting behavioral MTSS student plans and leverage this data to guide DAEP assignments.</p> <p>e) Publish and regularly update a comprehensive list of approved resources in the Behavior MTSS Handbook.</p> <p>f) Establish a collaborative forum for campuses to share best practices and strategies for effective behavioral MTSS implementation.</p> <p>g) Deliver Tier 1 behavior management training for teachers to proactively prevent escalation to Tiers 2 and 3.</p> <p>h) Ensure targeted interventions are consistently applied to support positive student behavior.</p> <p>i) Expand parental education programs to engage families in supporting student behavior and success.</p> <p>j) Analyze student survey data to evaluate the effectiveness and impact of the DAEP program.</p> <p>k) Review and refine the discretionary placement process, providing targeted training for campus administrators to ensure appropriate DAEP placements for special education students.</p> <p>l) Research and develop a comprehensive plan to implement mandatory placement programs and deliver specialized training for DAEP staff.</p> <p>Staff Responsible for Monitoring: Executive Directors of Campus Support, Executive Director of Student Services, Assistant Director of Counseling Services</p> <p>Results Driven Accountability Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="text-align: right; padding-right: 20px;">  Accomplished </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. **Root Cause:** Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.

Perceptions

Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. **Root Cause:** Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.

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.


High Priority

HB3 Goal

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) Review CTE and Advanced Academic CCMR data periodically to ensure all students are meeting readiness standards. h) Administer a survey to all high school students to determine post-secondary plans. i) Include information on college, career, and military opportunities in campus community meetings and stakeholder communications.</p> <p>Staff Responsible for Monitoring: Executive Directors of Campus Support, Director of Counseling, Director of CTE & CCMR, Director of Advanced Academics & CCMR</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and expand rigorous, equitable pathways that empower all high school students to successfully achieve College, Career, and Military Readiness (CCMR) indicators and graduate prepared for their next steps.</p> <p>Actions: a) Provide students 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 qualifying seniors at no cost to the student. c) Provide test prep for college entrance exams to students through a variety of formats, including the resources provided on the advisory choice board. d) Provide funding for eligible sophomores and juniors to take the PSAT/NMSQT. e) Provide funding for eligible 8th graders to take PSAT 8. f) Utilize the AP potential list to provide individual planning for students. g) Develop and utilize a CCMR tracking system that will provide campuses with a list of students' progress toward meeting CCMR requirements. h) Increase industry-based certifications by identifying and removing barriers for certification testing. i) Provide funding for students to take industry-based certification exams. j) Provide opportunities for students to take the ASVAB. k) Communicate the importance of CCMR through campus-based activities including the required 8th grade course entitled College and Careers. l) Highlight college opportunities and connections to scholarships, application processes, and planning services as part of the advisory choice board. m) Continue implementation of Pathways in Technology Early College High School (PTECH). n) Expand the AVID program to support students' postsecondary readiness.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction, Director of CTE and CCMR, Director of Advanced Academics & CCMR, Director of Counseling, Director of Planning, Assessment, & Accountability</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 4 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders. Root Cause: Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.</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 district 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) Allocate campus funds to support incentive programs aimed at improving student attendance.</p> <p>b) Track and review attendance data with campus principals every six weeks to evaluate the impact of attendance-related strategies outlined in each Campus Improvement Plan.</p> <p>c) Establish a system to recognize and celebrate improvements in campus attendance during district-level meetings.</p> <p>d) Audit campus use of attendance incentive funds to guide future allocation decisions and ensure effective use of resources.</p> <p>e) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions.</p> <p>f) 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: Executive Director of Student Services, Assistant Director of Student Services</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a comprehensive branding and marketing plan to attract new families, retain current students, and promote the district's unique strengths and offerings.</p> <p>Actions: a) Strengthen and promote the district's brand identity across all platforms.</p> <p>b) Develop and deliver consistent, compelling core messages that reinforce the BISD brand.</p> <p>c) Launch and manage a quarterly digital and social media campaign to amplify brand awareness.</p> <p>d) Enhance the district website to serve as a clear, user-friendly communication hub.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>
Student Learning
<p>Problem Statement 1: While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals. Root Cause: Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.</p>
Perceptions
<p>Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. Root Cause: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.</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 district department level.</p> <p>Actions: a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters that follow the formative review cycles.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Problem Statements: Perceptions 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) HR will initiate and distribute a new hire report which includes specific assignment credentials to key stakeholder. b) HR will establish a recruitment schedule for the Fall and Spring recruiting seasons. c) Implement retention through competitive salaries and retention incentives. d) Maintain partnerships with universities and local programs via student teaching alliances. e) Develop a plan for meeting certification requirements and areas of need for current staff. f) Report the number of vacancies in the above areas, weekly. g) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. h) Assess programs for "grow your own"</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Campus Support and Professional Learning</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. **Root Cause:** Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.

Perceptions

Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. **Root Cause:** Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.


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: District safety survey of students, parents and staff
Aligns to Strategic Plan, Strategy 1

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) Use 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: Executive Director of Student Services</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance campus safety and security by utilizing School Resource Officers (SROs) and District School Security Specialists to ensure the protection of students, staff, and property while fostering a safe and supportive learning environment.</p> <p>Actions: School Resource Officers (SROs):</p> <ul style="list-style-type: none"> - Engage with students, staff, and families to strengthen community relationships - Collaborate with school staff to address safety concerns and support restorative practices - Deter trespassers and maintain order and security on campus - Provide emergency response and assist with criminal investigations as needed - Support awareness initiatives related to gangs, drugs, and overall student safety <p>School Security Specialists:</p> <ul style="list-style-type: none"> - Maintain a visible presence throughout the campus to promote safety - Monitor campus grounds through active patrols and supervision - Collaborate with school staff to address safety needs - Provide emergency response support in coordination with SROs - Engage with the school community to build trust and reinforce positive safety measures <p>Staff Responsible for Monitoring: Executive Director of Student Services Assistant Director of Student Services School Resource Officers School Security Specialists</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			



Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>
Perceptions
<p>Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. Root Cause: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.</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 District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Finance & Student Auxiliary Services</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>

Perceptions





Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. **Root Cause:** Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.

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

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

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

Strategy 1 Details	Reviews			
<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.</p> <p>Staff Responsible for Monitoring: Director of Counseling Services</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and maintain a district-wide coordinated health program.</p> <p>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. b) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data.</p> <p>Staff Responsible for Monitoring: Director of Health Services, Assistant Director of Athletics</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Actions: a) Develop a plan for the use of state compensatory education funding. b) Work with campus administration and counseling department to identify and serve students who are in danger of dropping out or not graduating from high school. c) Work collaboratively with district departments to ensure supplemental personnel support state compensatory activities. d) Evaluate expenditures attributed to the state compensatory education program.</p> <p>Staff Responsible for Monitoring: Executive Director of Finance and Student Auxiliary Services, Director of Counseling</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Staff Responsible for Monitoring: Executive Director of Finance and Student Auxiliary Services, Executive Director of Curriculum and Instruction</p> <p>Problem Statements: Demographics 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:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>

Student Learning

Problem Statement 1: While BISD students are outperforming state averages in several areas, overall performance at the Meets Grade Level standard in Reading/Language Arts and Mathematics has not shown consistent or significant growth across grade levels. This impacts readiness in other core subjects and limits progress toward College, Career, and Military Readiness (CCMR) goals. **Root Cause:** Instructional systems and supports vary in consistency across campuses and grade levels. Additionally, instructional practices may not consistently align with the rigor, depth, and expectations of the grade-level standards--particularly at the Meets and Masters performance levels.

District Processes & Programs





Problem Statement 1: The district is currently not meeting the state's CCMR target of 88% for graduating seniors, highlighting the need for stronger systems to ensure students are prepared for postsecondary success. The TEA's significant increase in the CCMR accountability target--from 60% to 88%--left limited time to develop and communicate the necessary systems and expectations to all stakeholders. **Root Cause:** Inconsistent communication and shared understanding among leaders, teachers, students, and families about the importance of CCMR, available pathways, and stakeholder roles has led to missed opportunities to complete qualifying measures during their high school journey.

Perceptions

Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. **Root Cause:** Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.

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

Performance Objective 4: The district will create a safe and supportive learning environment by reducing incidents of dating violence, increasing awareness among students and parents, and ensuring that all staff are trained to identify, report, and respond effectively to dating violence.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement policies, training, and education programs to address dating violence and promote healthy relationships.</p> <p>Actions: a) Define and declare district expectations to address dating violence, including:</p> <ul style="list-style-type: none"> i. Dating violence defined - a pattern of abusive behaviors used to exert power and control over a dating partner. It may include physical, emotional, verbal, sexual, or psychological abuse. ii. Dating violence will not be tolerated in any district setting. As a district, Birdville ISD is committed to fostering a safe, respectful, and supportive environment for all students. <p>b) Establish clear reporting and protective measures procedures, including reporting procedures (verbal, written, or Anonymous Alerts), notifying parents/guardians of alleged victims within 24 hours and enforcing protective orders and implement safety measures such as schedule adjustments to separate the victim and alleged perpetrator.</p> <p>c) Provide training, counseling, and education to address dating violence.</p> <ul style="list-style-type: none"> i. Train staff annually on identifying, reporting, and addressing dating violence through the online Safe Schools program. ii. Provide counseling for victims, perpetrators, and witnesses. iii. Educate students on healthy relationships and recognizing abuse through the Play it Safe program. iv. Offer parents resources and workshops such as Play it Safe to help address dating violence prevention at home. <p>Staff Responsible for Monitoring: Assistant Director of Counseling Services</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Perceptions
<p>Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. Root Cause: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.</p>

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

Performance Objective 5: The district will provide a safe and support learning environment by maintaining a robust counseling and mental health support system.

- Evaluation Data Sources:** Campus climate surveys
 Campus behavior reports for discipline, detention, and suspensions
 Meeting notes and agendas from mental health committees
 Staff training agendas and logs
 Campus crisis referral reports
 Counseling lesson documentation
 Pre and post survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will strengthen early identification and and support systems for student mental health.</p> <p>Actions: a) Implement a multi-tiered system of support (MTSS) to identify students at risk for mental health challenges, suicide, substance use, or trauma-related risks. b) Provide annual training for staff on recognizing early warning signs of mental illness, suicide ideation, and substance use. c) Strengthen school-based referral pathways to counselors and behavioral health services.</p> <p>Staff Responsible for Monitoring: Assistant Director of Counseling Services</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.</p> <p>Actions: a) Deliver classroom guidance, in Social Emotional Behavior (SEB), bullying prevention, and career/college readiness across grade levels. b) Increase counselor visibility and outreach through small groups, parent engagement, and faculty collaboration.</p> <p>Staff Responsible for Monitoring: Assistant Director of Counseling Services</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve crisis response and prevention practices by ensuring district-wide preparedness for responding to student crises, including suicide risk, grief, and emergency mental health needs.</p> <p>Actions: a) Maintain trained crisis response teams on each campus. b) Implement standardized risk assessment and documentation procedures (e.g. Sentinel). c) Develop re-entry support and safety planning protocols for students returning from hospitalization.</p> <p>Staff Responsible for Monitoring: Assistant Director of Counseling Services</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Promote emotional safety and a strong sense of belonging through trauma-informed and restorative practices.</p> <p>Actions: a) Expand and track district Positive Behavioral Interventions and Supports (PBIS) implementation (through Character Strong) and classroom management training. b) Implement beginning, middle, and end-of-year surveys to collect feedback. c) Address disparities in behavior/discipline data through targeted interventions.</p> <p>Staff Responsible for Monitoring: Assistant Director of Counseling Services</p> <p>Problem Statements: Demographics 1 - Perceptions 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 5 Problem Statements:

Demographics
<p>Problem Statement 1: BISD's changing demographics have introduced new challenges in effectively engaging families and meeting the diverse academic and social-emotional needs of students. These challenges contribute to persistent gaps in student achievement and equitable access to support services, often rooted in a lack of trust and limited understanding of how to navigate the school system. Root Cause: Economic hardship, language barriers, and limited time and resources hinder family engagement. A lack of trust and familiarity with school systems also makes it difficult for families to access support or advocate for their children. Staff need training and tools to build trust, foster inclusive communication, and help families navigate the school system effectively.</p>
Perceptions
<p>Problem Statement 1: While overall perceptions of safety are positive, students, staff, and parents identified ongoing concerns related to bullying, disruptive behavior, and inconsistent safety practices that impact the sense of security on campus. Root Cause: Inconsistent implementation of behavior expectations, supervision routines, and safety protocols across campuses has led to varied experiences with student conduct and campus security.</p>

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance