

# Birdville Independent School District

## District Improvement Plan

2024-2025



# 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

## **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

# Core Beliefs

## *We believe that ...*

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.
2. Every person is unique by design, with abilities, gifts and talents.
3. Every person has inherent value and unique potential.
4. All people are innately curious.
5. Relationships are an inherent human need.
6. Personal responsibility is essential and noble for all.
7. Family profoundly impacts who we become.
8. Character is developed through life experiences.
9. With a privilege comes responsibility and accountability.
10. A physically and emotionally safe environment encourages learning.
11. Learning is not limited by time or space.
12. Freedom is a universal desire to be promoted and preserved.
13. Values drive choices.
14. Change is constant.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

*Birdville ISD is located in northeast Tarrant County and incorporates all or portions of seven municipalities: Haltom City, North Richland Hills, Richland Hills, Watauga, Fort Worth, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.*

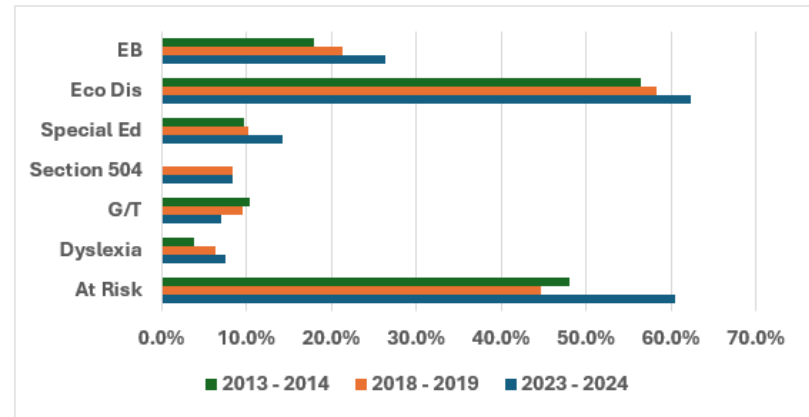
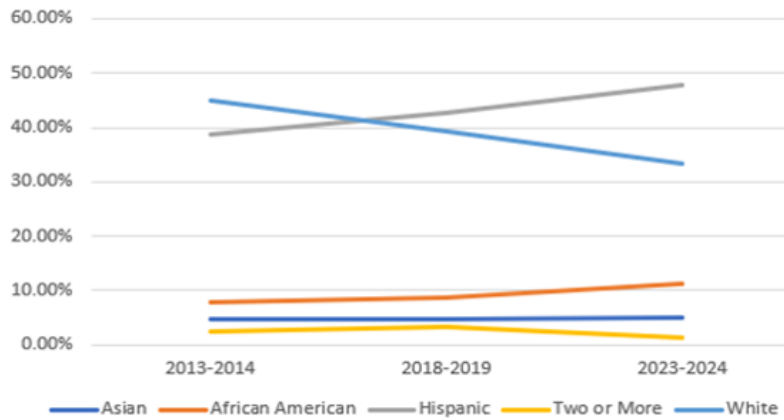
Birdville ISD Demographic Breakdown - 2023-2024 (Fall PEIMS)

Total Students	22,219		White	7,420	33.39%
Students by grade level			Two-or-More	278	1.25%
Early Education	161	0.72%	Student Programs		
Elementary (Grades PK - 5)	10,125	45.56%	Dyslexia	1,673	7.53%
Middle School (Grades 6-8)	4,943	22.25%	Gifted and Talented	1,587	7.14%
High School (Grades 9-12)	6,990	31.46%	Special Education (SPED)	3,157	14.21%
Student Demographics			Emergent Bilingual (EB)	5,869	26.41%
Female	10,727	48.28%	Bilingual Education	1,912	8.61%
Male	11,492	51.72%	Student Indicators		
Hispanic-Latino	10,631	47.85%	Economically Disadvantaged	13,865	62.40%
American Indian	151	0.68%	At Risk	13,423	60.41%
Asian	1,131	5.09%	Homeless Status	128	0.58%
African American	2,511	11.30%	Attendance		
Pacific Islander	97	0.44%	2023-2024 school year	94.3% (OnData Suite)	

Total Staff (employed 2022-2023)	2,991	Pacific Islander	0.10%
Staff Information		White	75.30%
Administration and Administrative Support	506	Two-or-More	1.50%
Teachers	1,507	Teacher Years of Experience	
Educational Aide	320	Beginning	9.50%
Auxiliary	648	1-5 years experience	23.20%
Staff Demographics		6-10 years experience	22.70%
Female	76.80%	11-20 years experience	27.90%
Male	23.20%	Over 20 years experience	16.70%
Hispanic-Latino	16%	Average years experience	11.5
American Indian	0.30%	Average years experience in BISD	7.6
Asian	1.80%	Turnover Rate	20.20%
African American	5%	Average Actual Teacher Salaries	\$63,500

Graduation Rates (lagging data) - TAPR 2023			White	4-year	93.90%
All students	4-year	92.90%	Two or More Races	4-year	91.70%
African American	4-year	94.60%	Economically Disadvantaged	4-year	90.90%
Asian	4-year	100%	Emergent Bilingual	4-year	85.60%
Hispanic	4-year	91.00%	Special Education	4-year	84.70%

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



- The African American population increased by 3.40%.
- The Hispanic population increased by 9.10%.
- The White population decreased by 11.60%.
- The At-Risk population increased by 12.3%.
- The Gifted/Talented population decreased by 3.7%.
- The Dyslexia population increased by 3.7%
- Students served by Section 504 increased by 8.3%.
- Students served by Special Education increased by 4.5%.
- The population of Economically Disadvantaged students increased by 6.0%.
- The Emergent Bilingual population increased by 8.5%.

## Demographics Strengths

Over the past decade, the district's attendance rates have generally remained stable, with some fluctuations and a noticeable impact from the COVID-19 pandemic. From 2013-2014 through 2018-2019, attendance rates hovered around 95.4% to 95.7%, reflecting consistent student attendance. The COVID-19 pandemic brought significant challenges, particularly evident in the 2021-2022 school year, where attendance dropped to 92.7%. Since then, there has been a gradual recovery, with attendance improving to 93.8% in 2022-2023 and reaching 94.3% in 2023-2024.

Over the past few years, our district has maintained strong 4-year graduation rates, consistently above 90%. In 2018, the graduation rate was 92.6%, slightly decreasing to 92.5% in 2019. There was a slight dip in 2021, with the rate at 91.0%. However, the rate improved to 92.9% in 2022, indicating a positive trend towards maintaining high graduation rates. This is lagging data, however, preliminary data indicate a 4-year graduation rate of 93.0% for 2023.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students.

**Root Cause:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

# Student Learning

## Student Learning Summary

3rd Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	77	79	77	79
		Meets	52	55	50	55	49	47
		Masters	31	35	20	35	21	19
	Math	Approaches	70	71	72	71	69	71
		Meets	42	45	43	45	41	40
		Masters	21	23	19	23	15	13

4th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	77	79	78	80
		Meets	54	55	47	51	51	48
		Masters	29	29	21	23	23	20
	Math	Approaches	69	71	70	69	68	66
		Meets	41	41	47	44	45	41
		Masters	23	20	22	19	21	17

4th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	77	79	78	80
		Meets	54	55	47	51	51	48
		Masters	29	29	21	23	23	20
	Math	Approaches	69	71	70	69	68	66
		Meets	41	41	47	44	45	41
		Masters	23	20	22	19	21	17

4th Grade - SPANISH	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	49	40	51	37
		Meets	29	16	31	22	29	18
		Masters	15	11	13	3	12	4
	Math	Approaches	45	24	47	23	39	31
		Meets	18	5	22	6	19	9
		Masters	8	0	7	0	6	3

5th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	80	84	81	82
		Meets	57	60	56	60	54	58
		Masters	37	40	28	32	29	31
	Math	Approaches	76	78	79	80	76	79
		Meets	47	47	50	50	49	52
		Masters	24	24	21	21	19	20
	Science	Approaches	66	70	64	67	57	62
		Meets	37	42	34	40	26	31
		Masters	17	19	15	18	11	13

5th Grade - SPANISH	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
			RLA	Approaches	64	61	62	56
		Meets	33	30	33	29	27	26
		Masters	13	7	14	8	8	11
	Math	Approaches	49	46	57	33	48	47
		Meets	20	12	23	18	19	16
		Masters	7	2	5	0	3	3
	Science	Approaches	33	26	33	21	21	13
		Meets	11	2	9	3	5	0
		Masters	3	2	2	0	1	0

6th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
RLA	Approaches		69	69	75	75	75	74
	Meets		42	41	50	51	54	54
	Masters		22	22	21	22	25	24
Math	Approaches		72	77	74	76	69	68
	Meets		37	40	37	39	37	38
	Masters		15	15	15	14	13	13

7th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
RLA	Approaches		78	80	77	79	72	72
	Meets		54	56	52	56	52	55
	Masters		37	36	26	27	28	30
Math	Approaches		59	69	61	70	53	59
	Meets		29	42	35	45	32	39
	Masters		12	21	10	17	10	13

8th Grade	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
RLA	Approaches		82	81	82	83	79	78
	Meets		56	53	56	56	54	53
	Masters		37	34	27	25	28	27
Math	Approaches		70	67	74	70	70	69
	Meets		38	35	44	39	40	38
	Masters		13	13	16	12	15	12
Science	Approaches		73	76	72	77	68	69
	Meets		43	44	45	51	42	42
	Masters		22	22	16	19	16	16
Social Studies	Approaches		59	56	60	64	57	56
	Meets		29	25	31	33	31	28
	Masters		17	14	15	15	16	14

	Course	Performance Level	2022		2023		2024	
			State	BISD	State	BISD	State	BISD
Algebra	Approaches		74	77	78	81	79	81
	Meets		46	46	45	50	45	47
	Masters		30	29	24	26	25	23
Biology	Approaches		82	84	89	92	91	93
	Meets		57	63	57	64	57	64
	Masters		23	30	22	28	19	23
English 1	Approaches		63	64	71	75	67	69
	Meets		48	48	54	59	54	56
	Masters		11	10	14	16	17	17
English 2	Approaches		71	73	74	77	74	78
	Meets		57	60	56	59	60	64
	Masters		9	10	9	9	9	10
US History	Approaches		89	90	95	97	95	96
	Meets		71	74	71	79	69	73
	Masters		44	50	39	47	37	43

***BISD holds high academic standards for all students to reach their fullest potential, with high expectations in every content area across the district. Based on student performance on STAAR, our students have consistently outperformed or grown more than the state in multiple subjects at all performance levels during the last three years.***

**Key Take Aways**

- Scored at/or above the state and regional levels in RLA for 4th, 5th, and 7th grade.
- Continuously scored at/or above the state and regional levels in Math for 3rd and 5th grade, surpassing the state's performance for three consecutive years, a testament to the district's commitment to academic excellence.
- Scored at/or above the state and regional levels in Science for 5th and 8th grade.
- Scored at/or above the state and regional levels in Algebra, Biology, English I, English 2, and U.S. History EOCs.
- Outperformed the State for three consecutive years in EOC performance.

### **Special Education Highlights**

- Outperformed the State in 3<sup>rd</sup> grade Math (English) in all 3 performance measures. Outperformed the State and Region 11 in Approaches & Meets in 3<sup>rd</sup> Math (Spanish)
- Performed 1% better than the State in Masters on both 4<sup>th</sup> grade Math and Reading STAAR. BISD scored 1% higher than Region 11 in 4<sup>th</sup> grade Reading (Spanish)
- Outperformed the State and Region 11 in all 3 performance measures in all 3 of the 5th grade STAAR tests (English). BISD outscored Region 11 in approaches grade level on 5<sup>th</sup> Reading (Spanish) & 5<sup>th</sup> Math (Spanish)
- 6<sup>th</sup> grade Math outperformed the State and Region 11 in Meets Grade Level.
- BISD scored higher than the State and Region 11 in Approaches & Meets in 8<sup>th</sup> grade Math and in all 3 performance categories in 8<sup>th</sup> grade Science
- ALGEBRA 1: BISD outperformed the State in Meets and Masters, and Region 11 in Approaches, Meets, & Masters
- BIOLOGY: BISD outperformed State and Region 11 in all 3 performance categories
- ENGLISH 1: BISD outperformed the State and Region 11 in Approaches grade level
- U.S. HISTORY: BISD outperformed the State in Masters grade level

### **Graduation** (The following is lagging data based on the 2023 TAPR report)

- The 4-year graduation rate (2023) was 92.9% This was an increase of almost 2% from 2022.
- College, Career, or Military Ready (CCMR) 58.3% of all graduates in 2023, graduated with CCMR credits.
- AP Met Criteria in Any Subject: 23% of all graduates in 2023.
- 15% of all 2023 graduates earned Dual Course Credit.
- 2% of all 2023 graduates earned an Associate's Degree while still in high school.
- Eleven students enlisted in the Armed Forces or Texas National Guard (Military Indicator)

### **Student Learning Strengths**

BISD has demonstrated exceptional academic performance across various subjects and grade levels, consistently surpassing state and regional benchmarks.

In Reading/Language Arts (RLA), students in the 4th, 5th, and 7th grades have scored at or above state and regional levels, showcasing strong literacy skills. Similarly, our 3rd and 5th grade students have consistently excelled in Math, surpassing state performance for three consecutive years, reflecting our commitment to maintaining high academic standards in numeracy.

Science achievements are also commendable, with 5th and 8th grade students scoring at or above state and regional levels, indicating a solid foundation in scientific knowledge and inquiry. Additionally, our students have excelled in End-of-Course (EOC) exams in Algebra, Biology, English I, English II, and U.S. History, with scores consistently at or above state and regional levels. Notably, our district has outperformed the state in EOC performance for three consecutive years, underscoring the effectiveness of our instructional strategies and support systems.

Special education students have also shown remarkable progress. Our 3rd graders outperformed the state in Math (English) across all performance measures and excelled in Math (Spanish) by surpassing both state and Region 11 levels in Approaches and Meets. In 4th grade, our students performed 1% better than the state in Masters for both Math and Reading STAAR, and outscored Region 11 in 4th grade Reading (Spanish). Our 5th graders outperformed the state and Region 11 in all three performance measures across all STAAR tests (English) and excelled in Reading and Math (Spanish).

In 6th grade, our students outperformed the state and Region 11 in Meets Grade Level for Math. Our 8th graders also achieved higher scores than the state and Region 11 in Approaches and Meets for Math and in all performance categories for Science.

The district's excellence is further highlighted by our EOC performance. In Algebra 1, Biology, and English I, our students outperformed the state and Region 11 across all performance categories. In U.S. History, our students surpassed the state in Masters grade level.

Our graduation and college readiness indicators are equally impressive. The 4-year graduation rate increased to 92.9% in 2023, reflecting a nearly 2% improvement from the previous year. Additionally, 58.3% of our graduates in 2023 were College, Career, or Military Ready (CCMR), with 23% meeting AP criteria in any subject, 15% earning Dual Course Credit, and 2% obtaining an Associate's Degree while still in high school. Furthermore, eleven students enlisted in the Armed Forces or Texas National Guard, demonstrating the diverse pathways our graduates pursue.

These achievements highlight the district's strengths in fostering academic excellence, providing robust support for special education, and preparing students for post-secondary success.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards.

**Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

# District Processes & Programs

## District Processes & Programs Summary

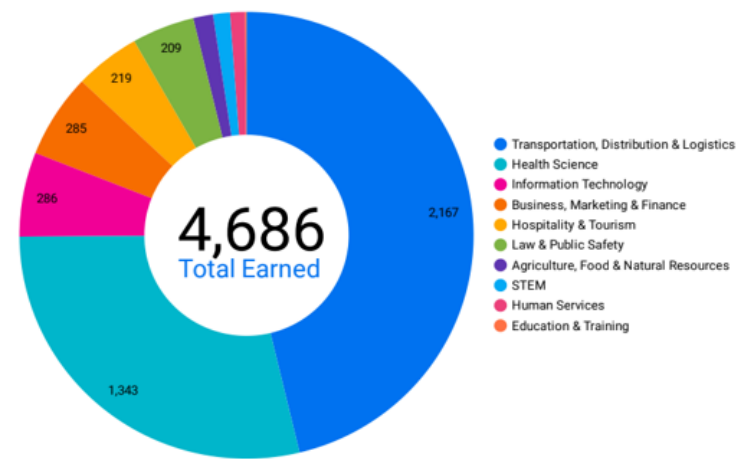
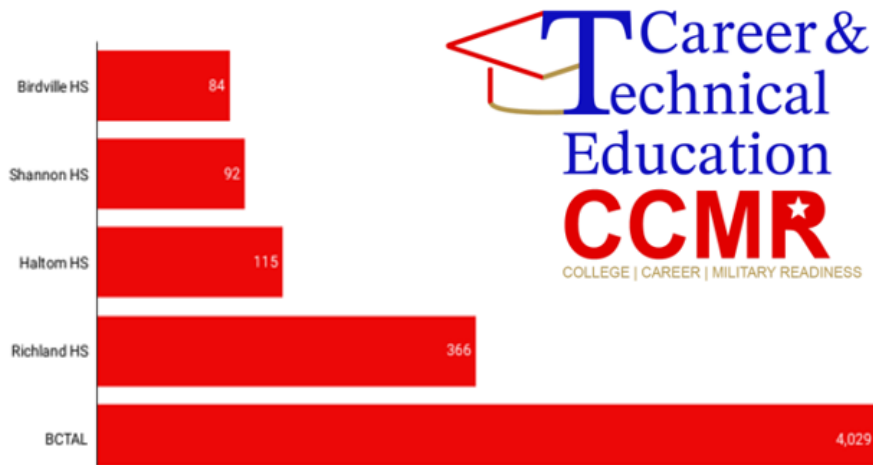
BISD has extensive curricular programs for all students. Beginning in Pre-Kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, BISD departments including Counseling Services, Advanced Academics, Career and Technical Education (CTE), and Multilingual provide various resources to allow students to individualize their learning experiences.

While most students participate in the general curriculum, BISD has support systems in place for students behind their peers. A wide range of support systems are provided to students, which may include:

- Full Day Pre-K
- Dyslexia support
- EB support (Bilingual classrooms PK-5th, ESL support PK - 12)
- Special Education services
- Intervention
- Accelerated Instruction
- Credit Recovery programs

In addition, the district offers systems for students who are performing ahead of their peers such as/but not limited to:

- Math acceleration (by grade level)
- Pre-AP and AP courses
- Dual Credit College opportunities
- AVID



## **District Processes & Programs Strengths**

The Birdville Center of Technology and Advanced Learning (BCTL) invites students to learn in 12 programs of study, which include Health Science, Hospitality and Tourism, Transportation, Business and Marketing, Law and Public Safety, Agriculture, Human Services, Information Technology, Construction, Audio-Visual Technology, Education and Training, as well as STEM (Science, Technology, Engineering, Mathematics) In 2023-2024 BISD students earned a total of 4,686 certifications across those fields. This was a resounding increase from 2022-2023 total of 2,679 certifications earned. enabling them to move into the workplace and post-secondary education easily. Students can earn dual credit in three areas. For a complete listing of Programs of Study offered, please see the district website: <https://www.birdvilleschools.net/Page/66425>

# Perceptions

## Perceptions Summary

In the spring of 2024, the district collected data regarding school safety issues from approximately 9950 students, 2400 parents, and 1700 staff members using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment, and structural changes that have been made over the past several years to improve campus security, such as the increase in security officers at secondary campuses, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered these to be the top 5 safety issues of concern: substance abuse, bullying, violence, weapons, and the need for more security officers/police officers.

Staff considered these to be the top 5 safety issues on campus: Communication, School Discipline, Bullying, Substance Abuse, and Building Security.

Survey results also indicate the following regarding perceptions of school safety:

- 76% of students and 94% of staff members reported always feeling safe at school
- 74% of students indicated that they have a trusting relationship with at least one meaningful adult on campus.

## Perceptions Strengths

Birdville ISD has a well-developed safety plan that teachers and students understand. The district continues to strengthen our plan by having scheduled trainings and drills throughout the year which involve local governmental organizations.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security.

**Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

# Priority Problem Statements

**Problem Statement 1:** Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students.

**Root Cause 1:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards.

**Root Cause 2:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security.

**Root Cause 3:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

# 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 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.





**High Priority**





**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 State Interim Assessments for EOC tested subjects  
 Alignment to Strategic Plan, Strategy 1, Objective 1.

**Summative Evaluation:** Significant progress made toward meeting Objective


**Next Year's Recommendation:** Continue


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity at the campus level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus plans.                      b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources, and strategies.                      c) Provide technical, consulting, 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.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum &amp; Instruction, Executive Directors of Campus Support</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Moderate Progress</p>	 <p>Continue/Modify</p>

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Continue to provide elementary new teachers and administration training on the science of teaching reading based on TEA and HB3 requirements through the implementation of the reading academies and coaching model.  b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.  c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff.  d) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings.  e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading.  f) Collect process data to measure the degree of alignment and implementation of district initiatives.  g) Assist campus administrators in the monitoring of campus implementation of the district RLA curriculum through ongoing professional learning and coaching.  h) Implement training to support general education and all special program teachers with instructional practices that align to the district curriculum and assessment requirements.  i) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance measures.  j) Integrate the use of proficiency scales for mathematics grades K - 8.  k) Increase teacher capacity to teach the required K-3 phonics program.  l) Integrate the Research-Based Instructional Strategies for literacy and mathematics instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.</p> <p><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.  b) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance.  c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth.  d) Develop and conduct professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.  e) Support teacher training on the implementation of tier-one priorities.  f) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression.  g) Continue to train and require the regular use of continuous improvement processes in the classroom.  h) Campuses will collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency.  i) Prepare Performance Measures for each campus aligned to the TEA's definition of expected growth in Academic Achievement - STAAR performance status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Campus Support, Director of Planning, Assessment, and Accountability</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>	 <p>Moderate Progress</p>	 <p>Considerable</p>	 <p>Continue/Modify</p>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Actions:</b> a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP and the applicable content coordinators.  b) Investigate and design options for high school enrichment, including college coursework.  c) Review and refine the GATE services based on the Texas State Plan for Gifted Education.  d) Increase the participation of UIL academic events and other competitions such as Destination Imagination.  e) Increase the number of students completing and receiving an Associate's Degree from the Early College High School.  f) Increase the number of students who meet qualifications on college entrance exams.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics &amp; CCMR</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Moderate Progress</p>	 <p>Continue/Modify</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

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

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.





- a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.
- b) Require all campuses with any under-performing groups to develop a local targeted improvement plan and engage in quarterly data-driven progress monitoring meetings.









**HB3 Goal**













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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless).                      b) Develop and implement a system to monitor and ensure compliance requirements of special programs that address closing achievement gaps.                      c) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students                      d) Continue to implement accelerated instruction according to HB1416                      e) Investigate different models to assist with accelerating the learning for special education students</p> <p><b>Staff Responsible for Monitoring:</b> 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, &amp; Accountability</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional learning that assists teachers in the development, administration, and use of student performance data to evaluate the academic growth of under-performing students.</p> <p><b>Actions:</b> a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction).  b) Track student performance to determine progress toward success on meeting grade level standards.  c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.  d) Implement the comprehensive professional development plan targeting the needs of emergent bilinguals and special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum, Instruction &amp; Accountability, Executive Director of Curriculum &amp; Instruction, Executive Director of Specialized Instruction, Evaluations, &amp; Early Childhood, Executive Director of Specialized Programs, Behavior Support, and Compliance, Director of Planning, Assessment, &amp; Accountability</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish the PDSA process as a standard operating procedure in the district for improving instruction, data analysis, and student growth.</p> <p><b>Actions:</b> a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support.  b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.  c) Highlight campus examples of the PDSA process, goal-setting, and digital data folders during campus walk debriefs.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum &amp; Instruction, the Executive Directors of Campus Support, and the Director of Planning, Assessment, &amp; Accountability</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families.</p> <p><b>Actions:</b> a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time, and contributions.  b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff.  c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Officer</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.</p> <p><b>Actions:</b> a) Provide quarterly reports to monitor services based on coding.  b) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission.  c) Strengthen the communication process to all stakeholders responsible for PEIMS data.  d) Provide training using OnDataSuite (ODS) to monitor at-risk indicators.  e) Develop and implement PEIMS submission time-lines which will include all applicable stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. <b>Root Cause:</b> Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.</p>
Student Learning
<p><b>Problem Statement 1:</b> The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. <b>Root Cause:</b> Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.</p>

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













**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

**High Priority**

**Evaluation Data Sources:** Social Character Development Learning Survey  
Alignment to Strategic Plan, Strategy 3, Objectives 3.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district curriculum for social and character development (SCD).  <b>Actions:</b> a) Develop a deployment plan for implementing SCD curriculum (Character Strong).                      b) Utilize the SCD task-force to assess and evaluate the effectiveness of the SCD program.                      c) Provide ongoing professional learning to all stakeholders, including all teachers, campus administrators, and district administrators on the SCD program.  <b>Staff Responsible for Monitoring:</b> Director of Counseling Services   <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement the SCD component contained in the district Comprehensive Counseling Plan.  <b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.                      b) Conduct surveys to determine the needs of families in crisis.                      c) Collect data on intervention efficacies.                      d) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community.                      e) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices.  <b>Staff Responsible for Monitoring:</b> Director of Counseling   <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.





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


**Performance Objective 4:** Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who end up in a disciplinary placement.


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


**Summative Evaluation:** Met Objective


**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement with fidelity the behavioral MTSS plan.</p> <p><b>Actions:</b> a) Ensure that every campus has trained staff in the implementation of the behavioral MTSS plan with established procedures.                      b) Audit PBIS agendas and minutes during principal appraisal conferences and campus visits.                      c) Require each campus to implement a research-based campus discipline management program that aligns with and supports the district behavior MTSS tiered plan.                      d) Require campuses to use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP.                      e) Publish list of approved resources in behavior MTSS handbook.                      f) Create a venue for campuses to share best practice for implementing the behavior MTSS plan.                      g) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3.                      h) Ensure appropriate interventions are in place to support student behavior.                      i) Increase parental educational opportunities to support student behavior.                      j) Utilize student survey data to determine effectiveness of DAEP program.                      k) Review the process for discretionary placement and provide campus administrative staff training to ensure proper DAEP placement for students served by special education.                      l) Research and develop a plan for implementing programs that address mandatory placement and training for DAEP staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Campus Support, Executive Director of Student Services, Assistant Director of Counseling Services</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

### Student Learning

**Problem Statement 1:** The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

### Perceptions

**Problem Statement 1:** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

**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 5:** Increase the number of students meeting college, career, and military readiness (CCMR) requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will, in turn, increase the percent of students meeting CCMR requirements which will impact all domains for high school accountability.





**High Priority**





**HB3 Goal**





**Evaluation Data Sources:** Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military (suspended until further notice from TEA), number of students who complete CTE certifications and/or licenseses. Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.


**Summative Evaluation:** Some progress made toward meeting Objective


**Next Year's Recommendation:** Continue


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide equitable access to CTE courses for students at all high schools, with a focus on at-risk students.</p> <p><b>Actions:</b> a) Use the eDynamic course offerings to expand CTE participation.                      b) Develop and implement communication strategies to educate stakeholders at all levels of all CCMR options for students.                      c) Investigate the implementation of the OnRamps program.                      d) Implement test prep support for college readiness exams (SAT, ACT, TSIA2, etc.).                      e) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet work force readiness skills.                      f) Assist in identifying additional businesses who provide work-based opportunities for special needs students.                      g) Work with TEA to implement a PTECH college program.                      h) Establish a district-working group to develop strategies to increase CCMR opportunities for students.                      i) Develop system-wide plans to increase opportunities for emergent bilingual and multilingual students to meet college and career readiness indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum, Instruction and Accountability, Director of CTE and CCMR, Director of Advanced Academics and CCMR</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Moderate Progress</p>	 <p>Continue/Modify</p>


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide support to all students to help them meet college and career readiness standards.</p> <p><b>Actions:</b> a) Ensure that students are receiving appropriate services to provide pertinent information and support to meet college and career readiness requirements.  b) Utilize the 4-year progression plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other college and career readiness requirements.  c) Progress monitor all identified students that are at risk of not graduating, including but not limited to special education and emergent bilingual students, to ensure they are meeting graduation and CCMR requirements.  d) Administer a survey to all high school students to determine post-secondary plans.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Campus Support, Director of Counseling, Director of CTE &amp; CCMR, Director of Advanced Academics &amp; CCMR</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Expand the opportunities for high school students to meet college, career and military readiness (CCMR) indicators.</p> <p><b>Actions:</b> a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites.  b) Offer the SAT School Day at all BISD High Schools for all juniors in the Spring semester and all seniors at no cost to the student.  c) Provide test prep for college entrance exams to students through a variety formats, including the resources provided on the advisory choice board.  d) Implement an intensive tutorial program for the Collegiate Academy of Birdville students for the TSIA 2 and PSAT.  e) Pay for all sophomores and juniors to take the PSAT/NMSQT.  f) Pay for all 8th graders to take PSAT 8.  g) Utilize the AP potential list to provide individual planning for students.  h) Provide campuses with a list of students who need to meet the CCMR requirement.  i) Increase industry-based certifications by identifying and removing barriers for certification testing.  j) Examine industry-based certifications test data and enter into Focus for PEIMS submission.  k) Administer a fall and spring senior survey regarding CCMR intent upon graduation.  l) Pay for students to take industry-based certification exams.  m) Provide opportunities for students to take the ASVAB.  n) Increase participation in development math and English college preparatory courses.  o) Communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers.  p) Highlight college opportunities and connections to scholarships, application processes, and planning services as part of the advisory choice board.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum &amp; Instruction, Director of CTE and CCMR, Director of Advanced Academics &amp; CCMR, and Director of Counseling</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   Some Progress </div> <div style="text-align: center;">   Some Progress </div> <div style="text-align: center;">   Moderate Progress </div> <div style="text-align: center;">   Continue/ Modify </div> </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. <b>Root Cause:</b> Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.</p>













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

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Provide funding for campuses to provide incentives to improve student attendance. b) Monitor student attendance and review progress with principals on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at district level meetings. d) Audit use of campus attendance incentive funds to determine future allocations for each campus. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. f) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services, Assistant Director of Student Services</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the district's branding and marketing plan.</p> <p><b>Actions:</b> a) Finalize brand development. b) Develop core messaging to drive the BISD brand forward. c) Develop a quarterly digital and social messaging plan.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Officer</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
<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 1 Problem Statements:

### Demographics

**Problem Statement 1:** Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

### Student Learning

**Problem Statement 1:** The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

### Perceptions

**Problem Statement 1:** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.









**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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy continuous improvement processes at the district department level.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment.</p> <p><b>Actions:</b> a) Identify and communicate standards. b) Revise written guidelines and procedures for furniture requests. c) Develop processes and procedures to implement the guidelines. d) Communicate standards to all levels, including the classroom teacher. e) A short-range and long-range replacement cycle needs to be communicated.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Discontinue

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources and Executive Director of Campus Support and Professional Learning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. <b>Root Cause:</b> Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. <b>Root Cause:</b> Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. <b>Root Cause:</b> Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.</p>





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





**Performance Objective 1:** Attain a 10% annual increase in participation on a school safety survey that is administered to students, staff, and parents.

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We need to keep the goal of 10%. This should still be a goal next year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.





**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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Executive Director of Finance &amp; Federal Programs</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. <b>Root Cause:</b> Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.</p>









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













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

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and maintain a district-wide coordinated health program.</p> <p><b>Actions:</b> a) Establish and convene a district health advisory committee to develop or update the district-wide coordinated health plan that includes mental health issues. (Provence) b) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data. (Master)</p> <p><b>Staff Responsible for Monitoring:</b> Director of Health Services</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Executive Director of Finance and Federal Programs, Director of Counseling</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Executive Director of Finance and Federal Programs, Executive Director of Curriculum and Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. <b>Root Cause:</b> Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.</p>
Student Learning
<p><b>Problem Statement 1:</b> The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. <b>Root Cause:</b> Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.</p>

## Perceptions

**Problem Statement 1:** A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$2,575,328.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# 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