Birdville Independent School District

District Improvement Plan

2026-2027 Initial Plan

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.

Total Students	22,123		Student Programs		
Early Education	163	0.74%	Dyslexia	1,714	7.75%
Pre-Kindergarten	1,075	4.86%	Gifted and Talented	1,789	8.09%
Elementary (Grades PK - 5)	10,171	49.97%	Section 504	1,597	7.22%
Middle School (Grades 6-8)	4,912	22.20%	Special Education (SPED)	3,793	17.15%
High School (Grades 9-12)	6,877	31.08%	Emergent Bilingual (EB)	5,780	26.13%
Student Demographics			Bilingual Education	1,517	6.86%
Female	10,755	48.61%	Title I - Schoolwide Program	19,579	88.5%
Male	11,368	51.39%	Student Indicators		
Hispanic-Latino	11,000	49.72%	Economically Disadvantaged	13,072	59.09%
American Indian	47	0.21%	At Risk	13,517	61.10%
Asian	991	4.48%	Homeless Status	142	0.64%
African American	2,110	9.54%	Attendance		
Pacific Islander	101	0.46%	2024-2025 school year	94.45% (OnDataSuite)	

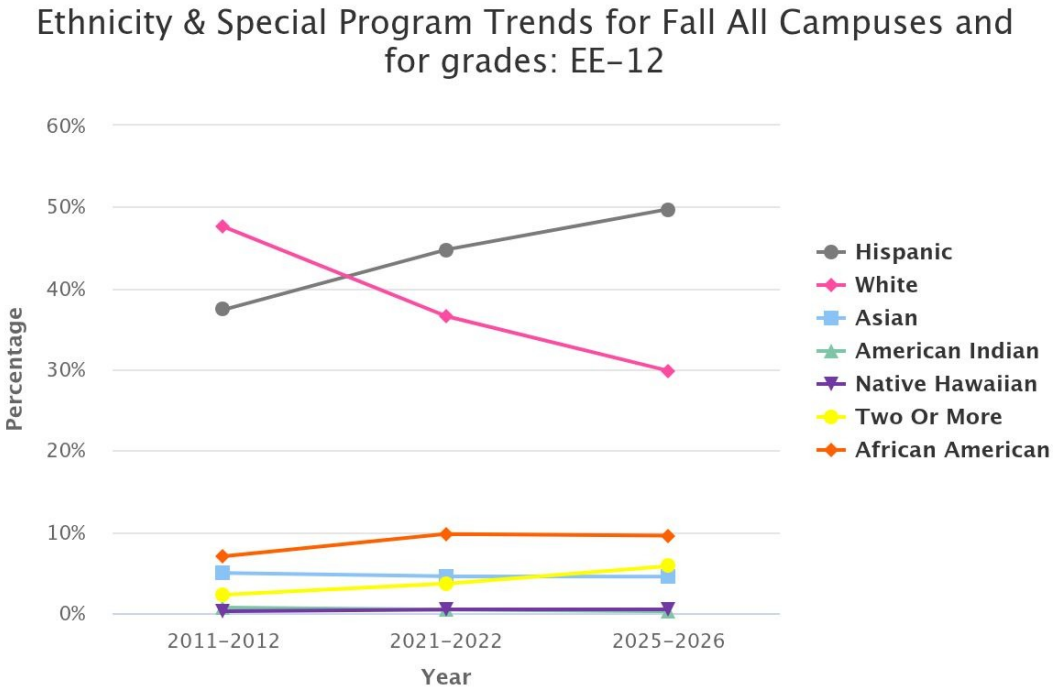
Total Students	22,123		Student Programs	
White	6,596	29.82%	2025-2026 school year	94.91 (OnDataSuite)
Two-or-More	1,278	5.78%		

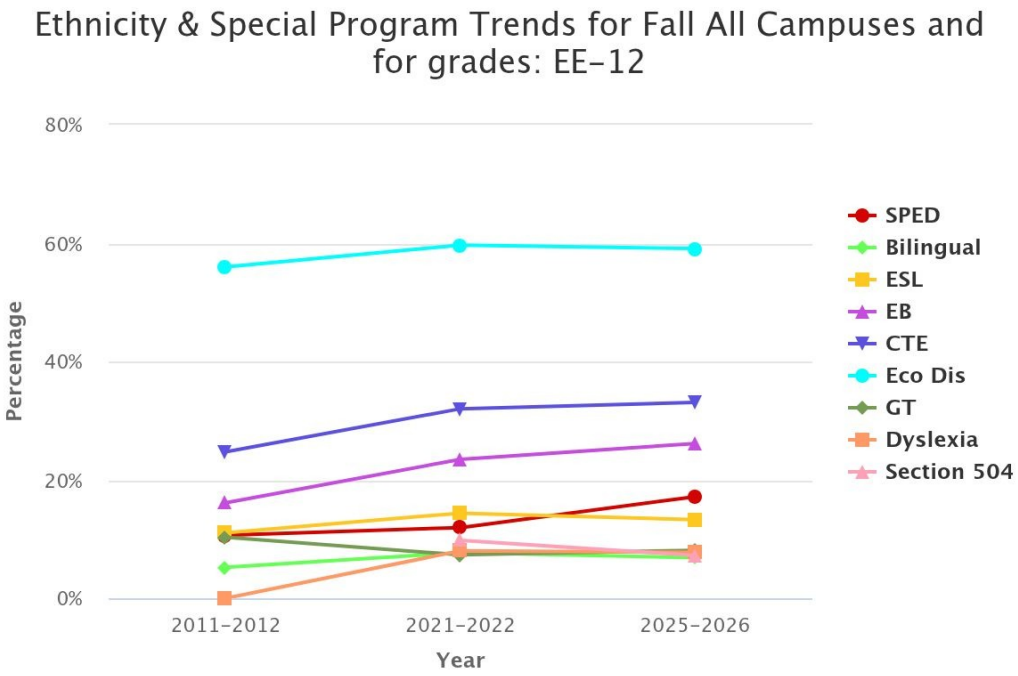
Graduation Rates (lagging data) - TAPR 2024-2025; Class of 2024			White	4-year	92.8%
All students	4-year	92.4%	Two or More Races	4-year	91.8%
African American	4-year	94.9%	Economically Disadvantaged	4-year	90.4%
Asian	4-year	96.3%	Emergent Bilingual	4-year	89.9%
Hispanic	4-year	91.6%	Special Education	4-year	73.1%

Total Staff (employed 2023-2024)	3,029	Teacher Years of Experience	
Staff Information		Beginning	8.9%
Administration and Administrative Support	527	1-5 years experience	25.4%
Teachers	1454	6-10 years experience	19.6%
Educational Aide	347	11-20 years experience	29.5%
Auxiliary	702	Over 20 years experience	16.6%
Staff Demographics		Average years experience	11.5
Female	77.0%	Average years experience in BISD	7.5
Male	23.0%	Turnover Rate	16.5%
Hispanic-Latino	17.8%	Experience of Campus Leadership	
American Indian	0.5%	Average Years Experience of Principals	7.1
Asian	2.1%	Average Years Experience of Principals with District	6.8
African American	4.7%	Average Years Experience of Assistant Principals	5.3
Pacific Islander	0.1%	Average Years Experience of Assistant Principals with District	3.9
White	73.2%		

Two-or-More	1.6%		
Average Actual Teacher Salaries	$66,729		

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





The district has observed a shift in the demographic composition of the student body over the past ten years. The percentage of Hispanic students has grown significantly, rising from 39.37% to 50%. The percentage of White students has decreased from 43.68% to 30%. Students identifying as Two or More races have increased from 2.77% to 6%. Asian and African American student groups have remained steady at 5% and 10%, respectively.

The percentage of students identified in special programs has also shifted over time. The percentage of At-Risk students has increased from 48% in 2014-2015 to 61% in 2025-2026. Special Education students have increased from 9.32% in 2014-2015 to 17.15% in 2025-2026. The prevalence of dyslexia among our students has increased from 4% in 2014-2015 to 7.75% in 2025-2026. Our Gifted and Talented population has remained steady at 8.5%. Emergent Bilingual students have increased from 18% to 26% over the past ten years. We have also maintained a steady population of students classified as economically disadvantaged, rising from 56% to 60% of our total population over the past ten years.

Demographics Strengths

Our district has maintained steady enrollment numbers, from 22,219 in the 2023-2024 academic year to 22, 123 in 2025-2026. This growth, coupled with stable enrollment figures over the past four years, reflects our institution's ability to attract and retain students and underscores 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 94.9% in 2025–2026. This encouraging trend reflects our Board's ongoing commitment to creating engaging, supportive learning environments that prioritize 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 14.8% in 2025–2026. 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 93.7% in 2024 compared to the state average of 90% and the regional average of 90.5%. 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 16.5% in 2024-2025. 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 $66,729 in 2024-2025. Additionally, our district offers a competitive beginning teacher salary of $63,458, significantly higher than the state average of $55,689. 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): Changing student demographics are creating evolving instructional, linguistic, and support needs that are not yet consistently addressed through district and campus systems, practices, and resources, impacting access to high-quality instruction and opportunities for student success.
Root Cause: Language barriers, economic challenges, and unfamiliarity with school systems can limit students' and families' access to needed supports and opportunities. Staff need continued training, tools, and resources to respond effectively to the evolving needs of our student population.

Student Learning

Student Learning Summary

3rd Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	77	78	1	75	74	-1	78	79	1	74	79	5
	Meets	50	51	1	49	47	-2	52	55	3	52	56	4
	Masters	20	21	1	21	19	-2	23	22	-1	26	28	2
Math	Approaches	72	76	4	69	71	2	70	73	3	67	71	4
	Meets	43	44	1	41	40	-1	45	47	2	44	48	4
	Masters	19	19	0	15	13	-2	19	20	1	22	23	1

3rd Grade - SPANISH

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	54	53	-1	45	42	-3	52	53	1	60	67	7
	Meets	26	22	-4	17	14	-3	22	22	0	29	29	0
	Masters	14	9	-5	8	4	-4	11	7	-4	16	15	-1
Math	Approaches	57	59	2	48	59	11	56	65	9	52	67	15
	Meets	23	25	2	20	27	7	28	33	5	27	39	12
	Masters	6	5	-1	4	7	3	8	8	0	10	16	6

4th Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	78	80	2	81	82	1	81	84	3	78	81	3
	Meets	47	51	4	51	48	-3	54	52	-2	54	57	3
	Masters	21	23	2	23	20	-3	24	21	-3	24	27	3
Math	Approaches	70	69	-1	68	66	-2	68	70	2	68	69	1
	Meets	47	44	-3	45	41	-4	46	43	-3	49	50	1
	Masters	22	19	-3	21	17	-4	24	20	-4	25	23	-2

4th Grade - SPANISH

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	51	37	-14	47	39	-8	51	40	-11	56	57	1
	Meets	31	22	-9	29	18	-11	34	20	-14	37	39	2
	Masters	13	3	-10	12	4	-8	14	5	-9	16	17	1
Math	Approaches	47	23	-24	39	31	-8	46	41	-5	51	51	0
	Meets	22	6	-16	19	9	-10	23	21	-2	29	27	-2
	Masters	7	0	-7	6	3	-3	8	4	-4	10	8	-2

5th Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	81	82	1	78	82	4	77	78	1	79	83	4
	Meets	56	60	4	54	58	4	58	58	0	59	62	3
	Masters	28	32	4	29	31	2	30	31	1	35	37	2
Math	Approaches	79	80	1	76	79	3	73	74	1	75	78	3
	Meets	50	50	0	49	52	3	46	47	1	47	49	2
	Masters	21	21	0	19	20	1	22	21	-1	20	20	0
Science	Approaches	64	67	3	57	62	5	64	66	2	65	68	3
	Meets	34	40	6	26	31	5	30	32	2	37	38	1
	Masters	15	18	3	11	13	2	12	13	1	18	18	0

5th Grade - SPANISH

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	62	56	-6	61	66	5	64	68	4	66	68	2
	Meets	33	29	-4	27	26	-1	33	28	-5	36	27	-9
	Masters	14	8	-6	8	11	3	12	6	-6	16	9	-7
Math	Approaches	57	33	-24	48	47	-1	46	52	6	54	59	5
	Meets	23	18	-5	19	16	-3	19	24	5	22	24	2
	Masters	5	0	-5	3	3	0	6	4	-2	5	4	-1
Science	Approaches	33	21	-12	21	13	-8	33	37	4	39	34	-5
	Meets	9	3	-6	5	0	-5	7	5	-2	12	9	-3
	Masters	2	0	-2	1	0	-1	1	0	-1	3	0	-3

6th Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	75	75	0	75	74	-1	75	74	-1	73	72	-1
	Meets	50	51	1	54	54	0	54	55	1	54	54	0
	Masters	21	22	1	25	24	-1	28	28	0	30	29	-1
Math	Approaches	74	76	2	69	68	-1	72	75	3	73	71	-2
	Meets	37	39	2	37	38	1	38	39	1	39	38	-1
	Masters	15	14	-1	13	13	0	15	14	-1	15	13	-2

7th Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	77	79	2	72	72	0	74	74	0	77	80	3
	Meets	52	56	4	52	55	3	52	53	1	55	59	4
	Masters	26	27	1	28	30	2	26	27	1	31	35	4
Math	Approaches	61	70	9	53	59	6	52	61	9	48	59	11
	Meets	35	45	10	32	39	7	31	39	8	29	41	12
	Masters	10	17	7	10	13	3	10	15	5	9	14	5

8th Grade

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
RLA	Approaches	82	83	1	79	78	-1	80	76	-4	83	82	-1
	Meets	56	56	0	54	53	-1	56	53	-3	59	57	-2
	Masters	27	25	-2	28	27	-1	31	29	-2	32	30	-2
Math	Approaches	74	70	-4	70	69	-1	69	62	-7	73	60	-13
	Meets	44	39	-5	40	38	-2	45	37	-8	47	33	-14
	Masters	16	12	-4	15	12	-3	17	13	-4	16	7	-9
Science	Approaches	72	77	5	68	69	1	72	76	4	75	79	4
	Meets	45	51	6	42	42	0	46	52	6	54	58	4
	Masters	16	19	3	16	16	0	18	21	3	29	33	4
Social Studies	Approaches	60	64	4	57	56	-1	55	55	0	57	55	-2
	Meets	31	33	2	31	28	-3	30	28	-2	32	30	-2
	Masters	15	15	0	16	14	-2	16	14	-2	16	14	-2

Course	Performance Level	2023			2024			2025			2026		
		State	BISD	Difference	State	BISD	Difference	State	BISD	Difference	State	BISD	Difference
Algebra	Approaches	78	81	3	79	81	2	76	80	4	82	88	6
	Meets	45	50	5	45	47	2	47	53	6	54	63	9
	Masters	24	26	2	25	23	-2	29	32	3	30	35	5
Biology	Approaches	89	92	3	91	93	2	91	93	2	93	94	1
	Meets	57	64	7	57	64	7	62	67	5	71	72	1
	Masters	22	28	6	19	23	4	21	25	4	35	36	1
English 1	Approaches	71	75	4	67	69	2	66	66	0	72	72	0
	Meets	54	59	5	54	56	2	51	52	1	56	57	1
	Masters	14	16	2	17	17	0	16	14	-2	13	14	1
English 2	Approaches	74	77	3	74	78	4	71	71	0	72	70	-2
	Meets	56	59	3	60	64	4	56	57	1	60	60	0
	Masters	9	9	0	9	10	1	9	8	-1	9	10	1
US History	Approaches	95	97	2	95	96	1	94	96	2	93	94	1
	Meets	71	79	8	69	73	4	68	75	7	70	73	3
	Masters	39	47	8	37	43	6	37	44	7	37	41	4

2025–2026 State of Texas Assessments of Academic Readiness (STAAR) Results

Student performance on STAAR is separated into four performance categories—***Masters Grade Level, Meets Grade Level, Approaches Grade Level***, and ***Did Not Meet Grade Level***. Students who achieve Approaches Grade Level or higher on STAAR have passed the test.

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.

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.

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.

Did Not Meet Grade Level: Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

STAAR (Grades 3–8)

3rd Grade Reading Language Arts: 79% Approaches, 56% Meets, 28% Masters; Spanish RLA: 67% Approaches, 29% Meets, 15% Masters.

3rd Grade Math: 71% Approaches, 48% Meets, 23% Masters; Spanish Math: 67% Approaches, 39% Meets, 16% Masters.

4th Grade Reading Language Arts: 81% Approaches, 57% Meets, 27% Masters; Spanish RLA: 57% Approaches, 39% Meets, 17% Masters.

4th Grade Math: 69% Approaches, 50% Meets, 23% Masters; Spanish Math: 51% Approaches, 27% Meets, 8% Masters.

5th Grade Reading Language Arts: 83% Approaches, 62% Meets, 37% Masters; Spanish RLA: 68% Approaches, 27% Meets, 9% Masters.

5th Grade Math: 78% Approaches, 49% Meets, 20% Masters; Spanish Math: 59% Approaches, 24% Meets, 4% Masters.

5th Grade Science: 68% Approaches, 38% Meets, 18% Masters; Spanish Science: 34% Approaches, 9% Meets, 0% Masters.

6th Grade Reading Language Arts: 72% Approaches, 54% Meets, 29% Masters.

6th Grade Math: 71% Approaches, 38% Meets, 13% Masters.

7th Grade Reading Language Arts: 80% Approaches, 59% Meets, 35% Masters.

7th Grade Math: 59% Approaches, 41% Meets, 14% Masters.

8th Grade Reading Language Arts: 82% Approaches, 57% Meets, 30% Masters.

8th Grade Math: 60% Approaches, 33% Meets, 7% Masters.

8th Grade Science: 79% Approaches, 58% Meets, 33% Masters

8th Grade Social Studies: 55% Approaches, 30% Meets, 14% Masters.

STAAR End-of-Course (EOC)

Algebra I EOC: 88% Approaches, 63% Meets, 35% Masters.

Biology EOC: 94% Approaches, 72% Meets, 36% Masters.

English I EOC: 72% Approaches, 57% Meets, 14% Masters.

English II EOC: 70% Approaches, 60% Meets, 10% Masters.

U.S. History EOC: 94% Approaches, 73% Meets, 41% Masters.

Student Learning Strengths

Birdville ISD remains committed to providing every student with access to high-quality instruction and rigorous learning experiences. The district's 2026 STAAR and End-of-Course (EOC) results demonstrate strong student achievement across multiple grade levels and content areas, with students performing at or above state expectations on the majority of assessments while continuing to increase performance at the Meets and Masters Grade Level standards.

- Students continue to demonstrate strong academic achievement across the district. In 2026, Birdville ISD performed at or above the state on the majority of STAAR and End-of-Course assessments, demonstrating the effectiveness of the district's instructional program and continued focus on student learning.
- Secondary student performance remains a significant strength. End-of-Course results exceeded or matched state performance in 14 of the 15 reported performance comparisons. Algebra I, Biology, and U.S. History continue to demonstrate consistently strong results, with Algebra I showing notable gains across all three performance levels.
- Elementary literacy continues to provide a strong academic foundation. Students in Grades 3–5 consistently performed above the state in Reading Language Arts, particularly at the Meets and Masters Grade Level standards. Grade 7 Reading also exceeded state performance across all three achievement levels.
- Mathematics achievement remains strong across several grade levels. Grades 3–5 performed at or above state expectations, while Grade 7 Mathematics remained a particular area of strength, with students outperforming the state across all three performance levels.
- Science achievement continues to be an area of success. Grade 5 Science, Grade 8 Science, and Biology EOC all exceeded state performance, demonstrating strong student learning from elementary through high school science.
- Spanish assessment results demonstrated encouraging progress. Grade 3 Spanish Reading and Mathematics exceeded state performance, while Grade 4 Spanish Reading improved substantially from previous years to meet or exceed the state across all three achievement levels.
- More students are achieving at higher levels of academic performance. Across multiple grade levels and content areas, the percentage of students performing at the Meets and Masters Grade Level standards has increased, reflecting the district's continued emphasis on rigorous instruction and academic growth.
- District systems continue to support student success. Consistent implementation of the district curriculum, high-quality professional learning, data-informed instructional planning, and targeted academic supports has contributed to sustained student achievement while providing a strong foundation for continuous improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although Birdville ISD demonstrates strong academic performance across many grade levels and content areas, achievement is not yet consistent across all grades, subjects, and student groups, impacting students' mastery of grade-level standards and College, Career, and Military Readiness (CCMR).
Root Cause: Instructional systems and supports vary in consistency across campuses, grade levels, and content areas. Furthermore, instructional practices are not consistently implemented with the rigor, depth, and alignment needed to increase student achievement at the Meets and Masters Grade Level standards.

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 system, 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 a head start on postsecondary education, potentially saving time and money in their college pursuits. Dual credit courses are offered not only in traditional classes, such as English and History, but also in Career and Technology Education (CTE) courses, like Education & Training, Health Care, and Business.

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.

Career and Technology Education offers a variety of ways for students to experience the world of work while still in high school. In addition to internships and work-study, we are proud to support numerous 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. CTE students can also earn an associate’s degree from Tarrant County College through coursework and clinical rotations in the healthcare industry.

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 department also celebrates 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.

Our district has worked tirelessly over the past two years to increase our College, Career, and Military Readiness outcomes by creating a cross-department task force to address not only the many ways students can become ready, but also the complex network needed to record and catalog these achievements. This work continues as we strive to work together to ensure all students graduate prepared for their next step.

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. However, this target will become a more complex, weighted system for the incoming 9th graders, highlighting the need for stronger systems to ensure students are prepared for postsecondary success.
Root Cause: Students need stronger mastery of grade-level standards, beginning in elementary school, to build the academic foundation necessary for success on college entrance exams and other college, career, and military readiness (CCMR) indicators. Additionally, stakeholders need a clearer understanding of the CCMR system and the importance of intentionally preparing students for postsecondary success.

Perceptions

Perceptions Summary

In the spring of 2026, 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.

- Staff feel confident and capable to implement the behavior program.
- Students experience more opportunities to get involved in extra-curricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While overall perceptions of safety are positive, stakeholder feedback, school climate survey results, and district incident data indicate a need to strengthen consistent practices that promote safe and supportive learning environments while increasing students' sense of safety, belonging, and connectedness.
Root Cause: Inconsistent implementation of prevention, reporting, investigation, intervention, and follow-up practices across campuses has resulted in varied student experiences related to safety, behavior, and school connectedness.

Priority Problem Statements

Problem Statement 1: While overall perceptions of safety are positive, stakeholder feedback, school climate survey results, and district incident data indicate a need to strengthen consistent practices that promote safe and supportive learning environments while increasing students' sense of safety, belonging, and connectedness.

Root Cause 1: Inconsistent implementation of prevention, reporting, investigation, intervention, and follow-up practices across campuses has resulted in varied student experiences related to safety, behavior, and school connectedness.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The district is currently not meeting the state's CCMR target of 88% for graduating seniors. However, this target will become a more complex, weighted system for the incoming 9th graders, highlighting the need for stronger systems to ensure students are prepared for postsecondary success.

Root Cause 2: Students need stronger mastery of grade-level standards, beginning in elementary school, to build the academic foundation necessary for success on college entrance exams and other college, career, and military readiness (CCMR) indicators. Additionally, stakeholders need a clearer understanding of the CCMR system and the importance of intentionally preparing students for postsecondary success.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Although Birdville ISD demonstrates strong academic performance across many grade levels and content areas, achievement is not yet consistent across all grades, subjects, and student groups, impacting students' mastery of grade-level standards and College, Career, and Military Readiness (CCMR).

Root Cause 3: Instructional systems and supports vary in consistency across campuses, grade levels, and content areas. Furthermore, instructional practices are not consistently implemented with the rigor, depth, and alignment needed to increase student achievement at the Meets and Masters Grade Level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Changing student demographics are creating evolving instructional, linguistic, and support needs that are not yet consistently addressed through district and campus systems, practices, and resources, impacting access to high-quality instruction and opportunities for student success.

Root Cause 4: Language barriers, economic challenges, and unfamiliarity with school systems can limit students' and families' access to needed supports and opportunities. Staff need continued training, tools, and resources to respond effectively to the evolving needs of our student population.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

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: By the end of the 2026-27 school year, all students will make at least one year's progress in reading and mathematics, as measured by the district's designated assessment measures.
a) Improve performance in Domain 2A: Student Growth by ensuring every student demonstrates at least one year's academic growth in reading and mathematics. Increased student growth will also contribute to higher levels of academic achievement, resulting in more students performing at the Meets and Masters Grade Level standards on the spring 2027 STAAR and EOC assessments and positively impacting Domain 1: Student Achievement, Domain 2B: Relative Performance, and Domain 3: Closing the Gaps
b) Elementary Schools will meet the performance measures/targets in Prekindergarten - 3rd for each demographic group as measured by district-approved screeners (BOY, MOY, and EOY) to achieve the HB3 Board Goals.

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), Star Renaissance Assessments (reading, grades 3-5 and mathematics, grades 1-5), and STAAR tests
Secondary: Renaissance Star Assessments (grades 6-8 mathematics and grades 6-8 reading) and STAAR/EOC tested subjects
Alignment to Strategic Plan, Strategy 1, Objective 1.

Strategy 1 Details

Strategy 1: Ensure consistent implementation of the district curriculum, High Quality Instructional Materials (HQIM), and state-approved instructional materials by aligning instructional practices to the district's LIFT grant priorities, PLC+ continuous improvement process, and evidence based instructional framework to improve student achievement.

Actions: a) Implement the district curriculum, HQIM, and state-approved instructional resources with fidelity by providing aligned instructional guidance, professional learning, and implementation support to campus leadership teams.
b) Strengthen the PLC+ process by emphasizing lesson internalization, collaborative planning, lesson rehearsal, formative assessment, and evidence-based instructional practices.
c) Utilize multiple student data sources (e.g., DCAs, Exit Tickets, Screeners), classroom observations, and common assessment results to monitor implementation of the district curriculum HQIM and state-approved instructional materials.
d) Provide differentiated professional learning, instructional coaching, and technical assistance for campus administrators, instructional facilitators, academic deans, and teachers based on implementation fidelity, classroom evidence, and student performance data.
e) Monitor implementation of the district curriculum and HQIM through ongoing campus visits, classroom observations, PLC+ observations, implementation fidelity reviews, collaborative support provided by Curriculum and Instruction, Campus Support, and other district departments.
f) District staff will engage with campuses in quarterly instructional reviews to evaluate implementation, strengthen Tier 1 instruction, and accelerate student achievement.
g) Evaluate curriculum implementation, instructional effectiveness, and student outcomes to refine instructional practices, allocate district supports, and ensure continuous improvement across all campuses.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support

Strategy 2 Details

Strategy 2: Strengthen reading and mathematics instruction by implementing the district curriculum and approved instructional resources with fidelity. Grade levels using High-Quality Instructional Materials (HQIM) will emphasize lesson internalization, lesson rehearsal, and implementation of the district's LIFT Grant instructional framework. Across all content areas, teachers will engage in the PLC+ continuous improvement process, implement evidence-based instructional practices, and use student data to inform instructional decisions that improve academic achievement and ensure every student makes at least one year's academic growth.

Actions: a) Implement High-Quality Instructional Materials (HQIM) with fidelity by supporting elementary reading/language arts and mathematics curricula and secondary mathematics curricula through aligned professional learning, instructional guidance, coaching, and ongoing implementation support.

b) Strengthen instructional planning and delivery through lesson internalization, lesson rehearsal, and implementation of the district's LIFT Grant instructional framework to ensure rigorous, standards-aligned instruction, effective formative assessment, meaningful student discourse, and high-quality instructional delivery.

c) Engage teachers in the PLC+ continuous improvement process by analyzing multiple student data sources, classroom observations, common assessments, and student work to monitor individual student growth, identify instructional strengths and learning gaps, determine responsive instructional actions, and strengthen Tier I instruction before additional intervention is needed.

d) Provide differentiated professional learning, instructional coaching, and job-embedded support for campus administrators, instructional facilitators, academic deans, and teachers to strengthen instructional leadership, educator capacity, and effective implementation of district instructional priorities.

e) Implement research-based instructional strategies, instructional routines, proficiency scales, where appropriate, and evidence-based literacy and mathematics practices aligned with district instructional priorities and state requirements to strengthen Tier I instruction.

f) Implement the T-TESS 2.0 Pilot with fidelity by providing training, calibration, coaching, and ongoing support for appraisers and teachers while using feedback from the pilot to strengthen instructional practices, instructional leadership, and educator growth.

g) Monitor implementation of High-Quality Instructional Materials (HQIM), district instructional priorities, and the LIFT Grant instructional framework through ongoing campus visits, instructional rounds, lesson internalization reviews, PLC+ observations, and implementation fidelity reviews conducted collaboratively by Campus Support, Curriculum and Instruction, and other supporting district departments. Conduct instructional performance reviews focused on implementation fidelity, instructional effectiveness, student growth, and targeted improvement planning.

h) Evaluate instructional implementation, educator capacity, and student achievement data to refine district instructional supports, strategically allocate resources, and continuously improve literacy and mathematics outcomes across all campuses.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support

Strategy 3 Details

Strategy 3: Provide professional learning and ongoing support in data-driven decision-making to strengthen instructional practices, inform responsive instruction, and improve student achievement and growth.

Actions: a) Strengthen educator capacity to implement data-driven, responsive instruction through the PLC+ continuous improvement process.

b) Design and deliver professional learning on effective formative assessment practices to collect, analyze, and apply student learning evidence that informs instructional planning and responsive instruction.

c) Provide professional learning on the implementation of district Tier I instructional priorities and evidence-based instructional practices.

d) Train instructional facilitators and teachers to monitor individual student progress through data tracking and provide timely, actionable feedback based upon success criteria that supports student growth and achievement.

e) Administer district common assessments and use the resulting data during PLC+ meetings and teacher data conferences to monitor student progress, identify instructional adjustments, and guide responsive instructional decisions.

f) Provide training on setting individual student goals within mCLASS and interpreting assessment results to monitor progress and guide instructional decisions.

g) Equip teachers with a clear understanding of TEA writing rubrics (e.g., Persuasive Essay and Text Evidence) and train them to use rubric-aligned evidence to provide targeted feedback that strengthens student writing.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support, Director of Planning, Assessment, & Accountability

Strategy 4 Details

Strategy 4: Continue implementation of the district-wide comprehensive plan to increase students who participate in advanced studies, including identified gifted and talented (GT) students, for the purpose of broadening the opportunities for rigorous learning.

Actions: a) Deliver targeted professional learning on College Board resources for Advanced Academics teachers, prioritizing new AP educators and key content coordinators.
b) Design and implement innovative high school enrichment opportunities, expanding college coursework options.
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.
d) Amplify student participation in UIL academic events and competitions such as Destination Imagination to boost engagement and achievement.
e) Accelerate the completion rate of Associate's Degrees through Early College High School by broadening access and increasing student support.
f) Increase the number of students who participate in the Health Science P-TECH and earn Associate's Degrees through Tarrant County College by strengthening communication to middle schools and identifying potential students.
g) Strengthen college readiness by increasing the number of students meeting qualification benchmarks on college entrance exams.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Director of Advanced Academics

Strategy 5 Details

Strategy 5: Require campuses to implement the district's continuous improvement process through ongoing data analysis, action planning, progress monitoring, and adjustments based on student performance data.

Actions: a) Conduct Quarterly Instructional Reviews and campus instructional walks to monitor implementation of district instructional priorities, evaluate program effectiveness, and identify targeted actions for continuous improvement.

b) Provide professional learning and support on analyzing multiple student data sources, including CIRCLE, mCLASS, STAR Renaissance, and District Common Assessments, to inform action planning, instructional adjustments, and progress monitoring.

c) Monitor campus and student performance data to identify trends, address achievement gaps, monitor progress toward HB3 Board Goals and campus performance measures, and ensure students demonstrate expected growth in the Academic Achievement component of the Closing the Gaps domain.

d) Establish and monitor campus performance measures aligned with TEA's Academic Achievement criteria, including STAAR performance at the Meets Grade Level standard or above in reading/language arts and mathematics, to evaluate progress and guide continuous improvement.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Curriculum and Instruction; Director of Planning, Assessment, and Accountability

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: By the end of the 2026-27 school year, reduce achievement gaps among identified underperforming student groups by increasing the percentage of students meeting grade-level or course-level standards on state and district assessments compared to 2025-26 performance.
a) Monitor and verify that all identified student groups are meeting performance measure targets in reading and mathematics, as measured by district-approved assessment tools.
b) Ensure campuses with underperforming student groups develop a local targeted improvement plan and participate in quarterly, data-driven progress monitoring meetings to ameliorate learning gaps.

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
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. **Actions:** a) Analyze student performance, participation, and program implementation data to evaluate the effectiveness of programs and services for students in high-focus groups, including students receiving special education services, emergent bilingual students, economically disadvantaged students, and highly mobile students, and implement targeted improvement actions to reduce achievement gaps. b) Monitor implementation and compliance with federal, state, and local requirements for special population programs while providing technical assistance and support to campuses to improve program quality and student outcomes. c) Monitor and support implementation of accelerated instruction requirements under HB 1416 to ensure compliance, timely intervention, and improved academic progress for eligible students. d) Implement evidence-based instructional practices and targeted supports designed to accelerate learning and improve academic outcomes for students receiving specialized services. e) Review each Priority for Service (PFS) student's academic progress, attendance, and discipline data each grading period in collaboration with school counselors to identify needs, implement appropriate supports, and meet Migrant Education Program requirements. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Specialized Services and Support, Director of Planning, Assessment, & Accountability

Strategy 2 Details

Strategy 2: Build instructional leaders' understanding of the Texas accountability system, including student growth, Academic Achievement, Closing the Gaps, and campus performance measures, to support informed decision-making and campus improvement planning.

Actions: a) Provide professional learning on the Texas accountability system, including Academic Achievement, student growth, Closing the Gaps, campus performance measures, and accountability calculations.

b) Train instructional leaders to analyze accountability reports, student performance data (e.g., Regression Charts, Control Charts, etc.), and campus performance measures to identify strengths, improvement opportunities, and priority student groups.

c) Support instructional leaders in monitoring progress toward campus performance targets through ongoing review of student achievement, growth, and accountability indicators to inform campus improvement planning.

d) Collaborate with instructional leaders to develop and implement targeted action plans that address accountability priorities, close achievement gaps, and improve outcomes for emergent bilingual students, students receiving special education services, and other identified student groups

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Curriculum and Instruction; Executive Directors of Campus Support; Director of Planning, Assessment, & Accountability

Strategy 3 Details

Strategy 3: Strengthen districtwide implementation of the PDSA continuous improvement process to support instructional improvement, data-driven decision-making, and increased student achievement and growth.

Actions: a) Provide differentiated professional learning, coaching, and technical support to strengthen implementation of the PDSA continuous improvement process based on campus needs and levels of implementation.

b) Monitor implementation of PDSA cycles through PLC+ meetings, instructional observations, and campus improvement processes, and provide timely feedback to strengthen instructional practices, data-driven decision-making, and continuous improvement.

c) Utilize the District Continuous Improvement Handbook and supporting resources to promote consistent implementation of the PDSA continuous improvement process by highlighting effective campus practices, sharing successful strategies, and reinforcing data-informed decision-making.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Curriculum and Instruction; Executive Directors of Campus Support; Director of Planning, Assessment, & Accountability

Strategy 4 Details

Strategy 4: Leverage strategic partnerships with community organizations and businesses to provide targeted academic, behavioral, and family supports that address identified student needs and close achievement gaps.

Actions: a) Coordinate and maintain a centralized system of community, business, and PTA partnerships, resources, and services to improve access to academic, behavioral, social-emotional, and family supports for students and campuses.

b) Collaborate with campuses to identify student needs and coordinate targeted interventions and support services that address academic, attendance, behavioral, and social-emotional barriers to student success.

d) Develop and expand partnerships with community organizations, businesses, higher education institutions, and PTAs to increase access to mentoring, tutoring, college and career readiness opportunities, family engagement activities, volunteer support, and wraparound services that improve outcomes for identified student groups.

e) Monitor the effectiveness of community partnerships, PTA engagement, and support services by reviewing participation and student outcome data to strengthen collaboration and improve student achievement, attendance, engagement, and overall program effectiveness.

Staff Responsible for Monitoring: Chief Communications Officer; Coordinator of Business & Community Partnerships; Executive Director of Counseling; Executive Director of Student Services; Executive Directors of Campus Support

Strategy 5 Details

Strategy 5: Strengthen the accuracy and consistency of PEIMS coding across all critical areas--including at-risk indicators, special education, bilingual education, CTE, and CCMR--to improve data quality, ensure compliance, support accountability reporting, and allocate resources based on student needs.

Actions: a) Deliver quarterly, data-driven reports to monitor student services in alignment with accurate coding practices.

b) Enforce strict verification and alignment of services with corresponding coding prior to every PEIMS submission to ensure data integrity and compliance.

c) Enhance and streamline communication channels with all stakeholders responsible for PEIMS data to guarantee timely and accurate reporting.

d) Provide targeted, hands-on training on OnDataSuite (ODS) to empower stakeholders in effectively monitoring and managing at-risk indicators.

e) Establish and enforce comprehensive PEIMS submission timelines, engaging all relevant stakeholders to ensure accountability and adherence to deadlines.

f) Provide extensive training to district and campus personnel responsible for coding accuracy to ensure precise and consistent data entry across all areas.

g) Develop, implement, and monitor a clear roles and responsibilities chart to ensure accurate student data collection and precise PEIMS coding throughout the district.

Staff Responsible for Monitoring: Chief Technology Officer, Director of Enterprise Solutions, Assistant Director of PEIMS; Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Specialized Services; Director of Planning, Assessment, and Accountability; Director of CTE/BCTAL; Director of Advanced Academics; Executive Director of Counseling; Associate Superintendent of Finance and Auxiliary Services

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: By the end of the 2026-27 school year, reduce student disciplinary placements by at least 10% from the 2025-26 baseline through consistent implementation of effective, evidence-based behavioral supports and interventions.

High Priority

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

Strategy 1 Details

Strategy 1: Consistently implement the behavioral plan with fidelity.

Actions: a) Provide training, coaching, and certification for campus staff to ensure consistent implementation of the district's behavioral plan and established behavioral support procedures.

b) Monitor implementation of the behavioral plan through campus visits, principal appraisal conferences, and reviews of PBIS action plans, meeting agendas, and supporting documentation to assess implementation fidelity and progress.

c) Require each campus to implement a research-based discipline management program aligned with the district's behavioral plan and behavioral support framework.

d) Require campuses to document behavioral interventions and student support plans in Focus SIS and use behavioral data to monitor student progress, guide interventions, and inform disciplinary decisions.

e) Maintain and regularly update the District Behavior MTSS Handbook and related resources to support consistent implementation of behavioral expectations, intervention practices, and campus procedures.

f) Facilitate collaboration among campuses to share effective behavioral support practices, successful intervention strategies, and continuous improvement efforts.

g) Provide Tier I classroom behavior management professional learning that equips teachers with proactive classroom management, de-escalation techniques, and positive behavioral support strategies.

h) Monitor implementation of targeted behavioral interventions to ensure students receive timely and appropriate supports that improve behavior and reduce disciplinary placements.

i) Expand family engagement by providing parents and caregivers with resources, training, and strategies that reinforce positive student behavior and strengthen school-home partnerships.

j) Evaluate the effectiveness of the DAEP program by analyzing student perception, behavioral, attendance, and academic outcome data to identify opportunities for improvement.

k) Review and refine discretionary DAEP placement procedures and provide targeted training for campus administrators to ensure consistent and appropriate placement decisions, including considerations for students receiving special education services.

l) Develop and implement a comprehensive plan for mandatory placement programs and provide specialized training for DAEP staff to strengthen behavioral interventions, student engagement, and successful transitions back to campus.

Staff Responsible for Monitoring: Executive Director of Student Services; Assistant Director of Counseling Services; Executive Directors of Campus Support

Results Driven Accountability

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: By the end of the 2026-27 school year, at least 70% of students in grades 9-12 will meet College, Career, and Military Readiness (CCMR) requirements, as measured by the state accountability system.

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
Strategy 1: Provide support to all students to help them meet College, Career, and Military Readiness (CCMR) standards. **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. **Staff Responsible for Monitoring:** Executive Directors of Campus Support; Director of Counseling; Director of CTE/BCTAL; Director of Advanced Academics

Strategy 2 Details

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.

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 formats, including the resources provided on the advisory choice board.

d) Provide funding for eligible sophomores and juniors to take the PSAT/NMSQT.

e) Utilize the AP potential list to provide individual planning for students.

f) Develop and utilize a CCMR tracking system that will provide campuses with a list of students' progress toward meeting CCMR requirements.

g) Increase industry-based certifications by identifying and removing barriers for certification testing.

h) Provide funding for students to take industry-based certification exams.

i) Increase opportunities for students to take the ASVAB and provide professional learning and support to JROTC instructors to help students prepare for the exam.

k) Communicate the importance 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.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Curriculum & Instruction; Director of CTE/BCTAL; Director of Advanced Academics; Director of Counseling; Director of Planning, Assessment, & Accountability

Strategy 3 Details

Strategy 3: Establish the TSIA2 as the district's foundational College, Career, and Military Readiness (CCMR) milestone by ensuring that every student demonstrates college readiness as early as possible. All students will be expected to pass the Reading and Language Arts (RLA) section of the TSAI2 by the end of their 9th grade year and be expected to pass the Mathematics section by the end of their 10th grade year. Students who do not meet the college-ready benchmark will receive targeted intervention and additional testing opportunities and will meet expectations by the end of the 11th grade.

Actions: a) Develop and implement a districtwide TSIA2 readiness plan beginning in middle school by integrating college readiness skills, targeted instructional supports, and TSIA2 preparation into core reading/language arts and mathematics instruction.

b) Develop and implement a districtwide TSIA2 administration plan to ensure all Grade 9 students complete the Reading and Language Arts (RLA) assessment and all Grade 10 students complete the Mathematics assessment.

c) Establish annual TSIA2 testing windows, participation expectations, and campus monitoring procedures to maximize student participation and timely completion of required assessments.

d) Provide targeted academic interventions, instructional supports, and scheduled retest opportunities for students who do not initially meet the TSIA2 college-ready benchmarks.

e) Monitor TSIA2 participation and performance each grading period to identify students requiring additional support and implement timely intervention plans.

f) Provide professional learning and technical assistance for counselors, campus administrators, testing coordinators, and instructional staff on TSIA2 expectations, intervention planning, and CCMR requirements.

g) Develop and implement a communication plan that informs students and families about TSIA2 expectations, CCMR requirements and pathways, testing timelines, college readiness milestones, and available academic supports to promote timely completion of college-ready benchmarks.

h) Analyze district and campus TSIA2 participation, performance, and college-ready benchmark data annually to evaluate implementation, identify improvement opportunities, and monitor progress toward district CCMR goals.

Staff Responsible for Monitoring: Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Campus Support and District Operations; Executive Director of Counseling; Director of Research and Innovative Programs; Director of Advanced Academics; Director of CTE/BCTAL; Director of Planning, Assessment, and Accountability

Strategy 4 Details

Strategy 4: Develop and evaluate a flexible learning framework that expands student access to innovative instructional opportunities while supporting college, career, and military readiness (CCMR) pathways. The framework includes a flexible, hybrid learning program that aligns with SB 569, TEC 30B, district strategic priorities, and stakeholder needs.

Actions: a) Establish a Hybrid Learning Action Team composed of district and campus leaders to research, analyze, and develop recommendations regarding hybrid learning opportunities.

b) Conduct stakeholder engagement activities to gather feedback from students, families, teachers, administrators, and community members regarding flexible learning opportunities.

c) Develop a proposed BISD Hybrid Learning Program Framework that outlines governance, instructional design, attendance procedures, student supports, accountability expectations, and operational requirements.

d) Identify and evaluate potential course offerings that support dual credit, CTE, internships, work-based learning, IBCs, and advanced academics opportunities.

e) Review existing district policies, administrative regulations, and student handbook provisions to determine updates necessary for implementation of a hybrid learning program.

f) Develop a professional learning plan identifying the training and support necessary for staff implementing hybrid learning environments.

Staff Responsible for Monitoring: Director of Research and Innovative Programs; Director of Technology; Associate Superintendent of Curriculum, Instruction, and Accountability; Executive Director of Curriculum and Instruction; Director of Advanced Academics; Director of CTE/BCTAL; Executive Director of Counseling

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

Performance Objective 1: By the end of the 2026-27 school year, increase the district's average daily attendance (ADA) rate compared to the 2025-26 baseline through targeted strategies that improve student attendance and reduce chronic absenteeism.

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

Strategy 1 Details
Strategy 1: Refine and implement a comprehensive district plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies. **Actions:** a) Allocate campus funds to support incentive programs aimed at improving student attendance. 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. c) Establish a system to recognize and celebrate improvements in campus attendance during district-level meetings. d) Audit campus use of attendance incentive funds to guide future allocation decisions and ensure effective use of resources. e) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions. f) Implement and refine the district's Truancy Tribunal Program - including tiered intervention (campus monitoring, tribunal referral, JP3 Court Referral) and structured return sessions - to reduce chronic absenteeism and unexcused absences. **Staff Responsible for Monitoring:** Executive Director of Student Services; Assistant Director of Student Services; Executive Director of Campus Support and Leadership Development
Strategy 2 Details
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. **Actions:** a) Strengthen and promote the district's brand identity across all platforms. b) Develop and deliver consistent, compelling core messages that reinforce the BISD brand. c) Launch and manage a quarterly digital and social media campaign to amplify brand awareness. d) Enhance the district website to serve as a clear, user-friendly communication hub. **Staff Responsible for Monitoring:** Chief Communications Officer

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

Performance Objective 2: By the end of the 2026-27 school year, 100% of district departments and campuses will implement a consistent continuous improvement process to monitor progress, evaluate outcomes, and make data-informed adjustments to improve organizational effectiveness.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives

Strategy 1 Details
Strategy 1: Utilize continuous improvement processes at the district department level. **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. **Staff Responsible for Monitoring:** Associate Superintendent of Governance, Human Resources, and Support Services; Associate Superintendent of Finance and Auxiliary Services

Strategy 2 Details

Strategy 2: Recruit, employ, and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.

Actions: a) Develop and distribute a new hire report that verifies assignment credentials and certification status for key stakeholders.

b) Establish and implement a comprehensive fall and spring recruitment plan to attract highly qualified teachers, administrators, and professional support staff.

c) Recruit, develop, and retain high-quality staff through competitive compensation, strategic retention initiatives, and a positive work environment.

d) Strengthen partnerships with universities, educator preparation programs, and local organizations to expand student teaching, clinical experiences, and educator pipelines.

e) Identify certification needs and provide targeted support to ensure current staff meet certification requirements in high-need and shortage areas.

f) Monitor and report staffing vacancies to support timely recruitment, hiring, and assignment decisions.

g) Support teachers in meeting eligibility requirements for the district's Teacher Incentive Allotment Local Designation System to increase student growth and achievement.

h) Evaluate and expand "Grow Your Own" educator pipeline programs to recruit, develop, and retain future BISD educators.

i) Expand the district's beginning teacher mentoring program by aligning with TEA's Preparing and Retaining Educators through Partnership (PREP) Mentorship Program requirements and providing structured mentor training and support for beginning teachers.

Staff Responsible for Monitoring: Associate Superintendent of Governance, Human Resources, and Support Services; Executive Director of Human Resources; Executive Director of Campus Support and Professional Learning; Associate Superintendent of Curriculum, Instruction, and Accountability; Director of Planning, Assessment, and Accountability

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

Performance Objective 1: By the end of the 2026-27 school year, increase the percentage of students and staff who report a sense of belonging, safety, and well-being by 10 percentage points, as measured by the district's culture and climate survey.

High Priority

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

Strategy 1 Details
Strategy 1: Strengthen districtwide systems that promote safe and supportive learning environments through proactive prevention, coordinated response, stakeholder engagement, and continuous evaluation of school safety practices. **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) 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. **Staff Responsible for Monitoring:** Executive Director of Student Services; Assistant Director of Student Services; Assistant Director of Counseling; Executive Director of Campus Support and Operations

Strategy 2 Details

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.

Actions: a) Deploy School Resource Officers (SROs) and District School Security Specialists strategically across the district to provide proactive safety, security, and emergency response services based on campus needs.

b) Integrate SROs and District School Security Specialists into campus safety planning, emergency preparedness, threat assessment, and crisis response processes to strengthen districtwide safety systems.

c) Coordinate the efforts of SROs, District School Security Specialists, campus administrators, and local public safety agencies to prevent, identify, and respond effectively to school safety concerns.

d) Utilize SROs and District School Security Specialists to conduct regular safety assessments, identify potential vulnerabilities, and recommend improvements to campus safety and security practices.

e) Leverage the expertise of SROs and District School Security Specialists to provide ongoing safety education, prevention initiatives, and staff training that promote a safe and supportive learning environment.

f) Monitor campus safety trends, incident data, and security needs to strategically allocate SRO and District School Security Specialist resources and continuously improve district safety practices.

Staff Responsible for Monitoring: Executive Director of Student Services; Assistant Director of Student Services

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

Performance Objective 2: By the end of the 2026-27 school year, reduce workplace accidents, workers' compensation claim costs, and workdays lost due to job-related injuries compared to 2025-26 levels through proactive safety and risk-management practices.

Evaluation Data Sources: Workers' Compensation Claims Data
Workers' Compensation Claim Costs
Lost Workday Reports
Employee Accident and Incident Reports
Safety Inspection and Audit Reports
Safety Training Completion Records

Strategy 1 Details
Strategy 1: Implement a comprehensive system of workplace safety and risk management that emphasizes prevention, training, hazard identification, incident analysis, and continuous improvement to protect employees and reduce workplace injuries. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review the 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. **Staff Responsible for Monitoring:** Executive Director of Finance & Student Auxiliary Services

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

Performance Objective 3: By the end of the 2026-27 school year, the district will achieve 100% compliance with all state and local requirements for district and campus improvement planning, including required timelines, documentation, and planning processes.

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

Strategy 1 Details
Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities. **Actions:** a) Develop and deliver comprehensive professional learning and resources for counselors to ensure accurate, consistent guidance regarding college admissions, financial aid, FAFSA/TASFA, TEXAS Grant opportunities, and CCMR requirements. b) Monitor the implementation and effectiveness of college, career, and financial aid advising services by reviewing participation data, stakeholder feedback, and student outcomes to support continuous improvement. c) Coordinate with Career and Technical Education (CTE), Advanced Academics, Counseling Services, and campus leadership to provide consistent communication and outreach that increases student and family awareness of college admissions, financial aid, TEXAS Grant opportunities, and CCMR pathways. d) Provide students and families with timely, multilingual communication regarding college admissions, financial aid, FAFSA/TASFA completion, scholarship opportunities, and CCMR milestones through district and campus outreach efforts. **Staff Responsible for Monitoring:** Executive Director of Counseling Services; Director of CTE/BCTAL; Director of Advanced Academics
Strategy 2 Details
Strategy 2: Develop and sustain a comprehensive districtwide coordinated school health program that promotes student health, wellness, and compliance with state requirements. **Actions:** a) Establish and support a District School Health Advisory Council (SHAC) to develop, implement, and periodically review the districtwide coordinated school health plan, including strategies that promote student physical health, mental health, and overall well-being. b) Communicate, monitor, and evaluate compliance with Senate Bill 530 by supporting campus implementation of required physical activity opportunities and the collection, reporting, and analysis of student fitness assessment data. **Staff Responsible for Monitoring:** Associate Superintendent of Governance, Human Resources and Support Services; Director of Health Services; Executive Director of Athletics; Assistant Director of Athletics

Strategy 3 Details

Strategy 3: Design and provide services that align with and support academic achievement while reducing the dropout rate for at-risk students who meet one or more of the state eligibility criteria.

Actions: a) Develop, implement, and monitor a comprehensive State Compensatory Education (SCE) program that ensures supplemental services and resources are aligned to the identified needs of at-risk students.

b) Identify, monitor, and provide targeted academic, behavioral, attendance, and social-emotional interventions for students at risk of dropping out or not graduating from high school.

c) Coordinate with campus leaders, counseling services, and district departments to ensure supplemental personnel, programs, and resources effectively support State Compensatory Education requirements and improve student outcomes.

d) Evaluate the effectiveness of State Compensatory Education programs and expenditures using student performance, attendance, graduation, and dropout data to ensure resources are strategically allocated and support continuous improvement.

Staff Responsible for Monitoring: Executive Director of Finance and Student Auxiliary Services; Assistant Director of Federal Programs; Executive Director of Counseling Services

Strategy 4 Details

Strategy 4: Implement and continuously improve family and parent engagement practices in accordance with the Every Student Succeeds Act (ESSA) to strengthen partnerships between schools, families, and the community.

Actions: a) Collaborate with parents and families to develop, implement, and evaluate Title I, Part A and Title III family engagement programs, activities, and procedures that promote meaningful partnerships and support student success.

b) Develop, implement, and continuously improve family and parent engagement opportunities that empower families to actively participate in their child's education and academic achievement.

c) Design and implement culturally and linguistically responsive family, parent, and community engagement programs that address the unique needs of Emergent Bilingual (EB) students and their families.

d) Provide professional learning and resources for staff and families to strengthen effective communication, shared decision-making, and meaningful family engagement in support of student achievement.

Staff Responsible for Monitoring: Executive Director of Finance and Student Auxiliary Services; Executive Director of Curriculum and Instruction; Executive Directors of Campus Support

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

Performance Objective 4: By the end of the 2026-27 school year, reduce incidents of dating violence compared to 2025-26 while maintaining 100% compliance with required staff training and student education requirements.

Strategy 1 Details
Strategy 1: Implement policies, training, and education programs to address dating violence and promote healthy relationships. **Actions:** a) Define and declare district expectations to address dating violence, including: 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. 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. c) Provide training, counseling, and education to address dating violence. 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. **Staff Responsible for Monitoring:** Assistant Director of Counseling Services; Executive Director of Student Services

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

Performance Objective 5: By the end of the 2026-27 school year, 100% of campuses will implement a comprehensive counseling and mental health support system that provides prevention, early identification, intervention, and support services to promote a safe and supportive learning environment.

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
Strategy 1: Strengthen districtwide mental health systems through prevention, early identification, timely intervention, and coordinated support services for students. **Actions:** a) Implement and strengthen a Multi-Tiered System of Supports (MTSS) that promotes prevention, early identification, progress monitoring, and timely intervention for students experiencing mental health concerns, suicide risk, substance use, or trauma-related challenges. b) Provide annual, evidence-based professional learning for staff to recognize early warning signs of mental health concerns, suicide risk, substance use, and trauma, and to respond using established district protocols and referral procedures. c) Develop and maintain coordinated referral, intervention, and follow-up processes that connect students and families with school-based counseling services, behavioral health supports, and community mental health resources. d) Collaborate with campus staff, families, and community partners to coordinate comprehensive mental health services, monitor student needs, and promote student well-being. e) Monitor and evaluate the effectiveness of district mental health systems by analyzing student needs assessments, referral data, service utilization, and stakeholder feedback to guide continuous improvement. **Staff Responsible for Monitoring:** Executive Director of Counseling Services; Assistant Director of Counseling Services; Executive Director of Specialized Services and Supports

Strategy 2 Details
Strategy 2: Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program. **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. **Staff Responsible for Monitoring:** Executive Director of Counseling Services; Assistant Director of Counseling Services

Strategy 3 Details

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.

Actions: a) Establish and maintain trained campus crisis response teams that participate in ongoing professional learning, crisis planning, and coordinated response efforts.

b) Implement and monitor standardized districtwide protocols for suicide risk assessment, threat documentation, crisis response, and follow-up using approved district tools and procedures (e.g., Sentinel).

c) Develop and implement individualized re-entry, safety, and transition plans for students returning from hospitalization or other mental health crises to support successful reintegration and ongoing monitoring.

d) Conduct regular crisis response drills, tabletop exercises, and protocol reviews to strengthen campus preparedness and ensure consistent implementation of district crisis response procedures.

e) Collaborate with families, community mental health providers, emergency responders, and campus staff to coordinate timely intervention, crisis response, and ongoing student support.

f) Monitor and evaluate crisis response practices by reviewing incident data, response timelines, documentation, and stakeholder feedback to strengthen districtwide preparedness and guide continuous improvement.

Staff Responsible for Monitoring: Assistant Director of Counseling Services; Executive Director of Student Services; Executive Directors of Campus Support

Strategy 4 Details

Strategy 4: Promote emotional safety and a strong sense of belonging through trauma-informed and restorative practices.

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.

Staff Responsible for Monitoring: Assistant Director of Counseling Services; Executive Director of Student Services

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

Performance Objective 6: By the end of the 2026-27 school year, reduce reported incidents of bullying and other unsafe behaviors by at least 10% from the 2025-26 baseline while increasing the percentage of students who report feeling safe, connected, and a sense of belonging, as measured by district climate and safety data.

High Priority

Evaluation Data Sources: School Climate Survey Results
Bullying and Cyberbullying Incident Reports
Discipline and Behavior Incident Data
Anonymous Alerts and Threat Assessment Data
Title IX Complaint Data
Campus Safety Audit Results

Strategy 1 Details
Strategy 1: Strengthen prevention and awareness efforts by promoting positive school climate, healthy relationships, responsible decision-making, and a culture of respect and belonging. **Actions:** a) Provide age-appropriate, research-based instruction that equips students to recognize, prevent, report, and respond to bullying and cyberbullying; build healthy relationships; practice digital citizenship; understand Title IX protections; prevent vaping and substance use; and make responsible decisions. b) Implement evidence-based social-emotional learning and character education that foster respect, empathy, responsible decision-making, positive peer relationships, and a strong sense of belonging. c) Provide annual professional learning for all employees on bullying prevention, Title IX responsibilities, vaping awareness, student behavior expectations, trauma-informed practices, and early intervention strategies. d) Conduct campus and district awareness initiatives that promote bullying prevention, digital citizenship, healthy relationships, vaping prevention, reporting procedures, and available student support resources. e) Engage students and families by providing information about bullying prevention, reporting procedures, Title IX rights, counseling services, and opportunities to support positive school climate and student leadership. f) Recognize and celebrate campuses, student organizations, and individuals that demonstrate leadership in promoting safe, respectful, and supportive learning environments. **Staff Responsible for Monitoring:** Executive Director of Student Services; Assistant Director of Counseling Services

Strategy 2 Details

Strategy 2: Ensure consistent reporting, investigation, mediation, intervention, and family communication for bullying and student safety concerns.

Actions: a) Maintain multiple methods for students, employees, parents, and community members to report safety concerns, including anonymous reporting options.

b) Ensure reports are investigated promptly, documented consistently, reported to parents within required timelines, and protect students, employees, and witnesses from retaliation in accordance with the Texas Education Code, Board policy, and district procedures.

c) Promote consistent investigations, documentation, interventions, and consideration of protections for students receiving services under IDEA or Section 504 through the use of a district investigation rubric/checklist.

d) Provide an array of services (such as counseling, restorative practices, mediation, behavioral interventions, and referrals) for students who experience, witness, or engage in bullying, vaping, or other unsafe behaviors.

e) Coordinate support among campus administrators, counselors, behavior specialists, school nurses, school resource officers, law enforcement partners, and other appropriate personnel to address student safety concerns.

f) Provide campus administrators with ongoing guidance and periodic reviews to ensure consistent implementation of investigation procedures, documentation, Title IX responsibilities, and student discipline practices.

g) Monitor student well-being through follow-up with students and families to evaluate the effectiveness of interventions and reduce repeated incidents.

Staff Responsible for Monitoring: Executive Director of Student Services; Assistant Director of Counseling

Strategy 3 Details
Strategy 3: Strengthen school climate and safety through continuous monitoring, data analysis, and evidence-based decision-making that informs ongoing improvement efforts. **Actions:** a) Administer annual school safety surveys for students, staff, and parents and use the results to inform district and campus improvement planning. b) Analyze district and campus data--including bullying reports, discipline referrals, vaping incidents, Title IX trends, attendance, and school climate survey results--to identify needs, monitor progress, and prioritize supports. c) Monitor the implementation of district safety procedures, prevention programs, and intervention practices through implementation reviews, administrative meetings, and campus walkthroughs. d) Provide targeted technical assistance, coaching, and additional support to campuses identified through district data as needing improvement. e) Evaluate district policies, procedures, and prevention programs annually to ensure compliance with federal law, the Texas Education Code, Board policy, and identified district and campus needs. f) Report districtwide school climate, safety, and security trends to district leadership and the Board of Trustees to support informed decision-making and continuous improvement. g) Refine district procedures, professional learning, prevention programs, and campus improvement efforts using implementation and outcome data. h) Measure annual progress by comparing school climate survey results, incident data, and student outcomes to evaluate improvements in safety, belonging, and connectedness. **Staff Responsible for Monitoring:** Executive Director of Student Services; Assistant Director of Counseling; Executive Directors of Campus Support