Birdville Independent School District

Birdville Elementary

2026-2027 Initial Plan



Mission Statement

We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 479 students in grades prekindergarten through grade 5.

- 75% (356) Hispanic
- 15% (70) White
- 4% (18) Black/African American
- 2% (10) Asian
- 5% (22) two or more races
- 49% (234) Emergent Bilingual
- 75% (359) economically disadvantaged
- 22% (104) of students receive special education services.

Of the 64 staff members on the campus, 87% (56) are female, 13% (8) are male, 64% (41) are White, 2% (1) is Black and 34% (22) are Hispanic. In the 2024-2025 school year, 8.9% (3) were beginning teachers, 20.8% (7) had 1 to 5 years experience, 10.6% (4) had 6 to 10 years, 37.4% (13) had 11 to 20 years, and 19.3% (8) had more than 20 years of experience. In terms of highest college degree held, 100% of teachers hold a bachelor's degree, and 22.2% (8) hold a master's degree. 28.2% (13) of the staff at BES are minority

Student attendance rate was 95.66% in 2025-2026

Demographics Strengths

We have low teacher turnover on the campus.

We have a diverse student and staff population.

We have a high percentage of experienced teachers.

Our attendance rate continues to increase each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students come with limited academic exposure which creates an additional challenge for instruction.
Root Cause: Given the fact that we have 75% economically disadvantaged coupled with 76% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).

Student Learning

Student Learning Summary

STAAR performance improved with the campus rating moving from 71 to a 79, an increase of 8 points. We decreased the number of students receiving a score of 0 on ECR responses, but would like to continue to focus on this skill for the 2026-2027 school year.

STAAR score celebrations:

- **3rd grade STAAR math masters increased by 2.9% and 1.2% at approaches which is above the district average.**
- **3rd grade STAAR reading meets/masters increased by 3%**
- **4th grade STAAR reading masters increased by nearly 5.9% which is above the district average**
- **5th grade STAAR science meets 3.6% and masters increased by 3.1%**
- **5th grade Spanish STAAR science approaches increased by 38.1%**
- **5th grade STAAR reading above district average for approaches 11.7% at meets, 14% at masters. Both are well above district average.**
- **4th grade Spanish RLA STAAR above district average for meets 30% growth**
- **4th grade Spanish math STAAR 9.1% increase at meets which is above the district average.**
- **3rd grade Spanish RLA STAAR had increases - approaches 17.1%, and 2.9 %masters**

Student Learning Strengths

Strengths:

STAAR score celebrations:

- **3rd grade STAAR math masters increased by 2.9% and 1.2% at approaches which is above the district average.**
- **3rd grade STAAR reading meets/masters increased by 3%**
- **4th grade STAAR reading masters increased by nearly 5.9% which is above the district average**

- **5th grade STAAR science meets 3.6% and masters increased by 3.1%**
- **5th grade Spanish STAAR science approaches increased by 38.1%**
- **5th grade STAAR reading above district average for approaches 11.7% at meets, 14% at masters. Both are well above district average.**
- **4th grade Spanish RLA STAAR above district average for meets 30% growth**
- **4th grade Spanish math STAAR 9.1% increase at meets which is above the district average.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension.
Root Cause: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

Problem Statement 2: At Birdville Elementary, 60% of Targeted Improvement students met grade-level proficiency in RLA. In math we made improvement of over 10% but were still below the grade level proficiency level, indicating a significant performance gap that requires focused instructional support and intervention.
Root Cause: Although students received targeted interventions and differentiated instruction, a high number of special education students were performing below grade level. In addition, many students struggled with Extended Constructed Response (ECR) items, which contributed to lower overall proficiency rates.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. We are a School of Specialization in Fine Arts. Therefore, all of our students are afforded the opportunity to participate daily in a fine arts area: Theater Arts, Music, Dance and Visual Arts. The addition of these classes has helped our students to express themselves and to gain confidence outside of the core academic classrooms.

We follow the Make Your Day discipline program. This program is supportive of both student and staff needs. We had 1 mandatory DAEP assignment in the 2025-2026 school year.

We have a comprehensive Multi-Tiered System of Support (MTSS) program for intervention in grades K-5 to assist our Tier 2 & 3 students in making progress and to be as successful as possible. An MTSS collaborative team has been assembled that meets throughout the year to discuss student progress and to identify ways in which we can best assist our students who are struggling. Additionally, we have various special programs to help in meeting the unique needs of our EB, Special Education, and Gifted students as follows:

- Self-contained Academic and Adaptive Behavior Learning Environment (AABLE) classes for students identified with specific learning disabilities which require more intensive instruction
- Early Childhood Special Education (ECSE) classrooms for 3 and 4 year old students with specific learning disabilities.
- Special Education Resource classes and inclusion support for students identified with learning disabilities in various areas
- Dual Language classes for students who are Emergent Bilingual and whose primary language is Spanish
- Advanced Academic classes for students who are identified as Gifted and Talented
- Dyslexic classes for students identified with dyslexia

School Processes & Programs Strengths

We have a staff of highly experienced teachers. 57% (21) of the teachers at Birdville Elementary have at least 11 years of teaching experience.

The campus is task oriented and has aligned goals.

Make Your Day sets consistent expectations for students and allows the campus to focus on academic needs.

We have a strong bilingual program.

Birdville Elementary has a student leadership team to support student and campus needs.

Administration provides weekly curriculum planning times for teams with opportunities for collaboration.

Our campus focuses on safety and security.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The attendance rate of 95.66% is less than the district goal of 96% Students with chronic absenteeism miss a significant amount of instruction.
Root Cause: With 75% of students identified as economically disadvantaged, families may face barriers such as lack of transportation, unstable housing, or parents working multiple

jobs, making consistent attendance more difficult. In addition, families may not fully understand the impact of chronic absenteeism on student achievement, or may not see occasional absences as a problem.

Perceptions

Perceptions Summary

At BES, we have established core beliefs and a mission statement, which we revisit every school year. The Site Based Committee met to discuss topics relating to processes at BES. Topics included:

- Parent perception about their child's progress
- Parent perception regarding communication from the campus
- Parent perception regarding the impact of our Fine Arts program and intervention programs
- Parent perception of safety and our school-wide discipline program
- Parent perception regarding our Parent involvement Activities (Curriculum Nights, SLAM Night, Multicultural Night, Fine Arts Showcase; Fall Carnival, Field Day, Title I Parent Night)

Parents perception of the above were all positive. Parents were split on communication preferences, with some preferring social media while others like email. We will continue to use both. We started using Class Dojo campus wide last year and will continue during the 2026-2027 school year. This is a good compromise between email and social media.

Parents expressed that they have confidence in the security at BES. Identification is required to enter the building. In addition, all classroom and exterior doors are locked at all times. We have a locked door that separates the main hallway from the academic classrooms. We are able to dismiss students from the building, keeping students inside the building until we hand them off to parents.

Students needing serious discipline intervention is well below the district/state averages. There was one mandatory DAEP placement for the 2025-2026 school year. Our Make Your Day program philosophy that students are responsible for their choices and that they must take ownership and accountability has positively contributed to this number. Additionally, the program requires parent involvement and everyone on campus has been trained and facilitates this program across all grade levels to include the cafeteria monitors, rotations teachers, and other staff members beyond the classroom.

Perceptions Strengths

Birdville Elementary is a safe and orderly campus, as reported by 99% of parents, 100% of staff, and 85% of students.

We provide multiple opportunities for parents to become involved throughout the year not only directly on campus, but also at home in working with their children. Our PTA is growing each year, involving more parents on the board and with the Power Hour. This is a program that encourages all parents to volunteer for just one hour during the year. We also communicate with parents (both in English/Spanish) in a variety of ways to include weekly grade level newsletters, Peachjar, take-home planners, website, Facebook, emails, letters from the principal, monthly calendar of events, Class Dojo messages, and phone calls. Our discipline program continues to be highly effective as is evidenced by discipline referrals being lower than average. Our teachers are able to implement all of our district initiatives in an effective and efficient manner, engaging students in relevant learning. Students also have responded well to the Fine Arts program. We feel this has positively impacted student attendance as our student and staff attendance rates continue to be high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis.
Root Cause: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their

own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Priority Problem Statements

Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction.

Root Cause 1: Given the fact that we have 75% economically disadvantaged coupled with 76% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension.

Root Cause 2: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis.

Root Cause 3: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The attendance rate of 95.66% is less than the district goal of 96% Students with chronic absenteeism miss a significant amount of instruction.

Root Cause 4: With 75% of students identified as economically disadvantaged, families may face barriers such as lack of transportation, unstable housing, or parents working multiple jobs, making consistent attendance more difficult. In addition, families may not fully understand the impact of chronic absenteeism on student achievement, or may not see occasional absences as a problem.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2027 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies **Actions:** a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c)Utilize the Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Teachers will effectively implement the Bluebonnet RLA curriculum through ongoing training, coaching, and collaborative planning in order to strengthen Tier 1 instruction and improve student outcomes in mathematics.

Actions: a) Provide initial and ongoing professional development on the Bluebonnet RLA curriculum. Engage teachers in district- and campus-led PD sessions focused on lesson planning, instructional strategies, and assessment alignment.
b) Facilitate structured PLCs with coach support to internalize upcoming Bluebonnet RLA lessons and units.
c) Conduct regular campus and district walkthroughs to monitor fidelity of implementation and identify areas for targeted support.
d) Provide ongoing resources and follow-up support to ensure consistent use of Bluebonnet RLA across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches

TEA Priorities:
Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Continue to implement campus Professional Learning Communities (PLCs) with a focus on responsive teaching and continuous improvement. Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.

Actions: a) conduct weekly campus PLCs
b) Infuse literacy-focused discussions into PLCs
c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.
d) Provide support in implementing the K-3 phonics program.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Strategy 4 Details

Strategy 4: Teachers will progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students.

Actions: a) Support teachers in using mClass and Renaissance assessment for progress monitoring and intervention services.
b)Instructional Coaches will work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model.
c) Require teachers to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math.
d) Monitor progress of Targeted Support & Improvement group in writing, reading, and math.
e) flexible grouping during Buuf time to target individual student needs.

Staff Responsible for Monitoring: Principal, assistant principal, Instructional Facilitator

Strategy 5 Details

Strategy 5: Teachers will effectively implement the Bluebonnet Math curriculum through ongoing training, coaching, and collaborative planning in order to strengthen Tier 1 instruction and improve student outcomes in mathematics.

Actions: a) Provide initial and ongoing professional development on the Bluebonnet Math curriculum. Engage teachers in district- and campus-led PD sessions focused on lesson planning, instructional strategies, and assessment alignment.
b) Facilitate structured PLCs with coach support to internalize upcoming Bluebonnet Math lessons and units.
c) Conduct regular campus and district walkthroughs to monitor fidelity of implementation and identify areas for targeted support.
d) Provide ongoing resources and follow-up support to ensure consistent use of Bluebonnet Math across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: STAAR, and district CBA assessments
DCAs
Historical performance by student subgroup on state and district assessments

Strategy 1 Details
Strategy 1: Continue implementation of the district's continuous improvement process, including development of mission statements, goal setting, use of the PDSA cycle, and maintaining classroom data folders. **Actions:** a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

Strategy 2 Details
Strategy 2: Identify and implement instructional strategies for EB students. **Actions:** a) Utilize Ellevation to monitor EB students b) Utilize the campus Instructional Facilitator to provide on-going training, coaching, and modeling literacy expectations specific to EB students. Teachers will meet with her regularly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Principal, Assistant Principal. Instructional Facilitator

Strategy 3 Details

Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.

Actions: a) Host a Parent Curriculum Night to provide families with strategies and resources to support student learning at home.
b) Provide a Family STEAM Night where parents and students engage in hands-on activities that promote problem-solving and critical thinking.
d) Offer multiple fine arts showcases and performances throughout the year to ensure every child has an opportunity to participate and highlight their talents.
e) Develop and distribute a Campus Parent and Family Engagement Policy to communicate opportunities for involvement.
f) Share Title I program information to increase parent understanding of available services and supports for BES students.
g) Host a Kinder Kamp Parent Night for incoming kindergarten families to support a smooth transition into school.
h) Implement Jumpstart orientation sessions at the beginning of the year to help K-1 students become familiar with school routines and expectations.
i) Host a Multicultural Night to celebrate the diversity of Birdville Elementary and strengthen family-school partnerships.

Staff Responsible for Monitoring: Principal

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems

Strategy 4 Details

Strategy 4: Provide reading and math intervention in the classroom for tier 2 and tier 3 students.

Actions: a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter.
b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year.
c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers.
d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year.
e) grade levels will use Buff Time to provide targeted interventions using a flexible grouping model.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach

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

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

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details
Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs. **Actions:** a) Classroom teachers will implement Character Strong lessons every Friday. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Follow MYD protocols. e) Train faculty in TBRI. f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal. classroom teachers, counselor, crisis counselor

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

Performance Objective 4: Reduce the number of students assigned to behavior MTSS tiers 2 and 3.

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

Strategy 1 Details
Strategy 1: Implement the district behavioral RtI plan. **Actions:** a) Assemble a behavior RtI campus team. b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus. **Staff Responsible for Monitoring:** Principal

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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

Evaluation Data Sources: PEIMS Attendance Reports; Weekly/9 week/semester attendance rates

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance. **Actions:** a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, e) campus incentives: quarterly awards, weekly grade level wins free dress, students earn points for school store **Staff Responsible for Monitoring:** Principal, Assistant Principal

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff, student, and parent surveys.

Strategy 1 Details
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Assemble a campus Campus Safety Team. b) The Safety Team will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills with follow up meeting of the Safety Team to debrief. f) Implement the Anonymous Alerts and Threat Assessment system. g) utilize Raptor to account for students and staff during drills h) multiple daily checks of all doors **Staff Responsible for Monitoring:** Principal, Assistant Principal