Birdville Independent School District

Collegiate Academy Of Birdville

2026-2027 Initial Plan

Mission Statement

The Collegiate Academy equips students for success in rigorous college courses through positive relationships, innovative instruction, personal responsibility, and cognitive support.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

High School graduation rate is 100%.

Total Students	180
9th grade	66
10th grade	34
11th grade	46
12th grade	34
Economically Disadvantaged	76
Emergent Bilingual	
At Risk	72
Hispanic	78
White	52
Hawaiian/ Pacific Islander	2
Black/ African American	25
Asian	17
American Indian/ Alaskan Native	2

Demographics Strengths

100 percent of our teachers returned for the 2026-2027 school year.

100 percent of seniors graduated from high school in 2026. 75% also earned their Associate's Degree.

Our diverse student population aligns with the Outcome Based Measures for the TEA distinction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Applications decreased this year, and we did not start with 100 freshman.
Root Cause: Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools.

Student Learning

Student Learning Summary

The Collegiate Academy is rated using Outcomes-Based Measures (OBMs), which include attainment and achievement metrics.

Attainment OBMs assess whether students are meeting benchmarks to earn their Associate Degree within four years. This includes having 98 percent of sophomores earn nine college credit hours by the end of the year (with a target for distinction at 50 percent),100 percent of graduates achieving at least 15 college credit hours (with a target for distinction at 80 percent), and 75 percent of students obtaining a postsecondary degree by high school graduation (with a target for distinction at 50 percent). Additionally, CAB had 100 percent of seniors graduate from high school in four years, and 100 percent of graduates were accepted into a four-year institution.

Achievement OBMs evaluate whether students are prepared for college, career, or military service. Our students also met distinction status on all Achievement OBMs.

In addition to the OBM achievements from last year, our seniors were offered over one million dollars in scholarships.

2026 STAAR Results.

	Did Not Meet	Approaches	Meets	Masters
Algebra 1	14%	86%	33%	0%
Biology	0%	100%	88%	55%
English I	3%	97%	90%	26%
English II	0%	100%	94%	17%
US History	0%	100%	100%	50%

Student Learning Strengths

The CAB had 98 percent of sophomores earning nine college hours by the end of the year (the target for distinction is 50 percent)
100 percent of graduates earning at least 15 college hours (target for distinction is 80 percent)
75 percent of students earned a postsecondary degree by high school graduation (the target for distinction is 50 percent).
CAB also had 100 percent of seniors graduating high school in four years and 100 percent of graduates have been accepted into a four-year institution.
CAB had 96 percent of graduates who passed both Math and Reading TSI, earning CCMR points for each of these students.
CAB Students scored above district and state average on all EOC exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some students arrive at CAB with deficits in basic math understanding, with none of the 9th graders scoring Masters on the Algebra 1 EOC.
Root Cause: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

Problem Statement 2 (Prioritized): Some students arrive at CAB with deficits in writing ability and reading comprehension skills.
Root Cause: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

School Processes & Programs

School Processes & Programs Summary

CAB is an Early College High School (ECHS) located on the Tarrant County College Northeast Campus. Our goal is to have all our graduates complete an Associate Degree at TCC while completing their high school graduation requirements.

An ECHS is rated using Outcomes Based Measures (OBMs). Our program is in its seventh year and is a Designated ECHS. There are three categories for OBMs: Access Measures, Attainment Measures, and Achievement Measures.

Students in the CAB are scheduled into blocked classes.

Students take AVID for all four years of high school.

Students are provided accelerated instruction and remediation in both classes and to prepare for assessments, such as TSI.

School Processes & Programs Strengths

CAB has consistently met the goals for Access each year by implementing a weighted lottery. We have exceeded our yearly target for at-risk, economically disadvantaged, emergent bilingual students, and students with disabilities.

Attainment OBMs measure whether students are hitting benchmarks to lead them to reach their Associate Degree in four years. To earn distinction, 85 percent of students who enter the program must remain enrolled. Highlights include 98 percent of sophomores earning nine college hours by the end of the year, 100 percent of graduates earning at least 15 college hours (target for distinction is 80 percent), and 75 percent of students earn a postsecondary degree by high school graduation (target for distinction is 50 percent).

Achievement OBMs measure whether students are emerging from the program ready for college, career, or military. To earn the distinction, 80 percent of students must pass the Texas Success Initiative Assessment 2.0 (TSIA2) Reading and Writing, and 75 percent must pass the TSIA2 in Math. The CAB had 96 percent of graduates who passed both, earning CCMR points for each of these students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our building is a shared space with TCC which alters safety protocols.
Root Cause: We do not have the ability to lock all exterior doors or keep non-CAB students out of the building.

Perceptions

Perceptions Summary

CAB is dedicated to academic excellence, offering a rigorous and challenging curriculum designed to prepare all students for future success. Our strong collaboration with Tarrant County College (TCC) enhances this commitment by providing students with diverse pathways to earn their Associate's Degree through well-established crosswalk programs. This partnership not only broadens educational opportunities but also ensures that students are well-prepared for higher education.

Perceptions Strengths

The culture at CAB is firmly centered on academic achievement, a focus that is reflected in the impressive number of students earning college credits. This commitment to academics is further supported by a low rate of disciplinary referrals and high student attendance, indicating a positive and productive learning environment. Additionally, CAB boasts an exceptional retention rate among its faculty, with 100% of teachers choosing to return for another year. This continuity in staff underscores the school's dedication to maintaining a stable and effective educational atmosphere.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack opportunities to build connections with one another outside of classes.
Root Cause: Students do not participate in extracurricular activities.

Priority Problem Statements

Problem Statement 1: Some students arrive at CAB with deficits in writing ability and reading comprehension skills.

Root Cause 1: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students arrive at CAB with deficits in basic math understanding, with none of the 9th graders scoring Masters on the Algebra 1 EOC.

Root Cause 2: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Applications decreased this year, and we did not start with 100 freshman.

Root Cause 3: Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students lack opportunities to build connections with one another outside of classes.

Root Cause 4: Students do not participate in extracurricular activities.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our building is a shared space with TCC which alters safety protocols.

Root Cause 5: We do not have the ability to lock all exterior doors or keep non-CAB students out of the building.

Problem Statement 5 Areas: School Processes & Programs

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: All students will make at least one year's progress in reading and mathematics by the end of the school year.
Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

Evaluation Data Sources: STAAR EOC testing data
Individual student data monitoring forms

Strategy 1 Details
Strategy 1: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** a) Implement AVID best practices on a regular basis b) Use questioning strategies to increase student participation and level of rigor c) Use close reading to engage students in text and promote thinking at higher levels d) Student will read, write, think, and discuss every day e) Students will support all reading with text evidence using ACE model f) UPSC will be used for problem solving g) Utilize Bluebonnet Math Curriculum for Algebra 1, Geometry, and Algebra 2 **Staff Responsible for Monitoring:** Administrators and all teachers
Strategy 2 Details
Strategy 2: Attend training on data analysis, progress monitoring, and data-driven decision making to inform instruction and responsive teaching. **Actions:** a) Conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 goals. b) Utilize student data folders to help students set Smart Goals and develop personal PDSA plans. c) Provide additional tutoring and support through AVID and study hall periods. d) Analyze student data to identify math deficits, and develop targeted lessons. e) Based on data analysis, teachers will plan and implement a targeted response utilizing re-teach strategies to address learning gaps. **Staff Responsible for Monitoring:** Administrators and all teachers

Strategy 3 Details

Strategy 3: Establish the PDSA process as a standard operating procedure for improving instruction, data analysis, and student growth.

Actions: a) Use the PDSA process to analyze data and inform instructional decisions
b) Students will utilize data tracking notebooks and develop personal PDSAs

Staff Responsible for Monitoring: Administrators and all teachers

Strategy 4 Details

Strategy 4: Implement the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.

Actions: a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission.
b) Attend training using OnDataSuite (ODS) to monitor at-risk indicators.
c) Implement PEIMS submission time-lines which will include all applicable stakeholders.

Staff Responsible for Monitoring: Administrators

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

Strategy 1 Details
Strategy 1: Utilize the district curriculum for social and character development (SCD). **Actions:** a) Follow the plan for implementing SCD curriculum. b) Attend professional learning on the SCD program. **Staff Responsible for Monitoring:** Counselor

Strategy 2 Details
Strategy 2: Implement the SCD component contained in the district Comprehensive Counseling Plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. c) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. d) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices. **Staff Responsible for Monitoring:** 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 3: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who end up in a disciplinary placement.

Strategy 1 Details
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Train staff on the implementation of the behavioral MTSS plan with established procedures. b) Utilize CHAMPs as the behavior management system. c) Use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP. d) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3. e) Ensure appropriate interventions are in place to support student behavior. **Staff Responsible for Monitoring:** Administrators

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

Performance Objective 4: Increase the number of students meeting college, career, and military readiness (CCMR) requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will, in turn, increase the percent of students meeting CCMR requirements which will impact all domains for high school accountability.
a) All freshmen will pass the Texas Success Initiative Assessment 2 (TSIA2) Reading and Writing exam by the end of freshman year.
b)All juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% of sophomores will pass by the end of their sophomore year.

Strategy 1 Details

Strategy 1: Use student performance data on TSI assessments to evaluate academic growth of under-performing students.

Actions: a) Use TSIA2 Diagnostics to develop individualized learning plans
b) Include TSI test prep as a component of AVID with monitored progress
c) Offer targeted TSI tutorial sessions throughout the year
d) Provide multiple opportunities for students to take the TSIA2
e) Assign study hall periods based on TSIA2 needs of each student

Staff Responsible for Monitoring: Administrator and teachers

Strategy 2 Details

Strategy 2: All Collegiate Academy students will take AVID for four years and will be exposed to college and military opportunities on an ongoing basis.

Actions: a) Utilize the AVID curriculum to prepare seniors for post-secondary life. Students will have mock interviews, college application support, scholarship searches, and post-secondary exploration projects.
b) AVID students will participate in face-to-face or virtual college visits.
c) AVID teachers will ensure that students fulfill all college entry requirements.
d) Invite representatives from various colleges, recruiters, and business professionals to speak with AVID.

Strategy 3 Details

Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating.

Actions: a) Conduct an early analysis of academic records at the beginning of the school year to identify seniors who are credit deficient or at risk of not graduating.
b) Enroll credit-deficient students in credit recovery programs to help them make up missing credits.
c) Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed
d) Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors.
e) Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns.
f) Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary.

Staff Responsible for Monitoring: Administrators and Counselor

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

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

High Priority

Evaluation Data Sources: daily/weekly/six week attendance; TCC attendance report

Strategy 1 Details
Strategy 1: Implement the district plan to improve and address student attendance, social needs that interfere with attendance. **Actions:** a) provide attendance incentives b) monitor student attendance to review effectiveness of incentives c) work with truancy officer to develop plans for students with attendance concerns d) work with the attendance tribunal to support student attendance efforts **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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

Performance Objective 2: Collaborate with TCC and BISD leadership to implement all elements required by the ECHS Blueprint.

Evaluation Data Sources: Meeting notes

Strategy 1 Details
Strategy 1: Hold quarterly meetings with all stakeholders to determine best practices for ECHS. **Actions:** a) Schedule meetings with Associate Superintendent and TCC representatives b) Work with CCRSM (College & Career Readiness School Model) Coach to develop campus plans **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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

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

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) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. b) Conduct safety audits to identify security issues. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Administrators and counselor