Birdville Independent School District

Birdville High School

2026-2027 Initial Plan



Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics summary for Birdville High School:

Birdville High School, with a total enrollment of 1,947 students, is home to a diverse student body. The ethnic composition includes 48% White, 33% Hispanic, 11% African American, 3% Asian, 3% Multiracial, 1% Native American, and less than 1% Pacific Islander. The student population is slightly more male (52.1%) than female (47.9%). The school serves a variety of student needs, with 6.2% of students identified as Limited English Proficient (LEP) and 12.75% as Emergent Bilingual. Additionally, 48% of students are considered at risk, and 40% come from economically disadvantaged backgrounds. Birdville High School also supports 8% of its students with dyslexia, 11% in the Gifted and Talented (GT) program, and 10% in Special Education (SPED) services.

Demographics Strengths

Our campus boasts a diverse student body, representing a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment by fostering cross-cultural understanding, promoting inclusivity, and preparing students for success in a global society. The varied perspectives and experiences within our student population enhance classroom discussions, collaborative projects, and community initiatives, creating a vibrant and dynamic school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Birdville High School's diverse student population presents varying academic and support needs, with achievement gaps continuing among student groups.
Root Cause: Birdville High School needs more consistent systems of support and intervention to effectively address the diverse academic needs of all student groups.

Student Learning

Student Learning Summary

The **2026 TEA Accountability Rating for Birdville High School shows an overall score of 81 (B)**, reflecting continued solid performance while identifying specific areas for focused improvement. Birdville earned a **Domain 1 – Student Achievement score of 83 (B)**, a **Domain 2 – School Progress score of 82 (B)**, and a **Domain 3 – Closing the Gaps score of 76 (C)**.

A significant strength is **Student Achievement**, which remained relatively stable from the previous year. Within Domain 1, Birdville earned a **STAAR Performance score of 90**, while **College, Career, and Military Readiness (CCMR) scored 73** and the **Graduation Rate scored 90**, resulting in the overall Domain 1 score of 83. These results demonstrate that students continue to achieve at a strong level academically and that the campus maintains positive graduation and postsecondary-readiness outcomes.

Another encouraging area is **School Progress**. Birdville earned an **82 (B) in Domain 2**, representing improvement from the previous year's score of 80. The 2026 results show an **Academic Growth score of 82** and a **Relative Performance score of 82**, indicating stronger year-to-year student progress while also demonstrating that Birdville performs well when compared with campuses serving similar percentages of economically disadvantaged students.

The greatest area of opportunity is **Domain 3 – Closing the Gaps**, which decreased from **92 (A) in 2025 to 76 (C) in 2026**. Importantly, this decline does not appear to be the result of a significant deterioration in overall classroom achievement or student growth. Within Closing the Gaps, the **Academic Achievement component remained at 75% of available points**, and the **Growth component also remained at 75%**. The greatest challenges were in **English Language Proficiency**, which earned no points in the preliminary calculation, and **CCMR/Student Success**, which earned 37.5% of available points.

In summary, Birdville High School continues to demonstrate strengths in **overall student achievement, academic growth, graduation outcomes, and performance compared with similar campuses**. The most pressing need moving forward is to strengthen **Closing the Gaps**, particularly through intentional monitoring of student groups, improved English Learner outcomes, and increased CCMR attainment. By protecting strong Tier 1 instruction while developing more systematic approaches to monitoring subgroup performance and postsecondary readiness, Birdville High School can build upon its current strengths and continue its journey from **good to great**.

Student Learning Strengths

Based on the **2026 accountability data you provided**, I would identify the following as Birdville High School's primary **Student Learning Strengths**:

- **Strong overall student achievement:** Birdville earned an **83 (B) in Domain 1 – Student Achievement**, demonstrating consistently solid academic performance.
- **Strong STAAR performance:** The campus earned a **90 scaled score for STAAR Performance**, making STAAR achievement one of the strongest components of Domain 1.
- **Improved academic growth: Domain 2 – School Progress increased to 82 (B)**, indicating stronger year-to-year student progress.
- **Competitive performance compared with similar campuses:** Birdville earned an **82 in Relative Performance**, demonstrating strong outcomes compared with schools serving similar economically disadvantaged populations.
- **Strong graduation outcomes:** Graduation continues to be a strength and contributes positively to overall Student Achievement.
- **Stable achievement across years:** Despite changes in other accountability measures, overall Student Achievement remained essentially stable, moving only from **84 in 2025 to 83 in 2026**.
- **Evidence of effective Tier 1 instruction:** The combination of stable achievement and improved growth suggests that current instructional practices are producing positive academic outcomes for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Birdville High School's 2026 accountability data indicate a need to improve CCMR attainment and English Learner progress, as both areas negatively impacted Closing the Gaps performance.
Root Cause: Birdville High School lacks consistent systems to identify, monitor, and provide timely interventions for students who are not on track to meet CCMR indicators or demonstrate expected English language proficiency growth.

School Processes & Programs

School Processes & Programs Summary

Birdville High School utilizes the PLC+ model to strengthen collaboration and improve student learning. Teacher teams work together to clarify learning expectations, analyze student evidence, share effective instructional practices, and respond to student needs through targeted instruction, intervention, and enrichment.

School Processes & Programs Strengths

A key strength is the implementation of the PLC+ model, which provides a consistent structure for meaningful teacher collaboration. Teams focus on student learning, analyze evidence of learning, share effective instructional practices, and collectively determine how to respond when students need additional support or enrichment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):
Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.
Root Cause: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

Perceptions

Perceptions Summary

Birdville High School values feedback from students, staff, families, and the community to evaluate campus culture, communication, and overall effectiveness. Survey results, stakeholder feedback, participation data, and staff retention are used to identify strengths, address areas of need, and guide continuous improvement efforts.

Perceptions Strengths

Staff feedback reflects a positive and supportive campus culture, with strong relationships, collaboration, and administrative support consistently identified as strengths. Staff describe teams that work well together, support one another, and maintain a shared commitment to student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff feedback indicates a need for greater consistency in the implementation and enforcement of campus expectations and procedures. Inconsistent practices among staff can create frustration, impact morale, and make it more difficult to maintain shared expectations for students.
Root Cause: Inconsistent implementation of campus expectations is primarily due to varying levels of staff follow-through and shared accountability, resulting in students experiencing different expectations across classrooms and settings.

Priority Problem Statements

Problem Statement 1: Birdville High School's diverse student population presents varying academic and support needs, with achievement gaps continuing among student groups.

Root Cause 1: Birdville High School needs more consistent systems of support and intervention to effectively address the diverse academic needs of all student groups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.

Root Cause 2: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Birdville High School's 2026 accountability data indicate a need to improve CCMR attainment and English Learner progress, as both areas negatively impacted Closing the Gaps performance.

Root Cause 3: Birdville High School lacks consistent systems to identify, monitor, and provide timely interventions for students who are not on track to meet CCMR indicators or demonstrate expected English language proficiency growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff feedback indicates a need for greater consistency in the implementation and enforcement of campus expectations and procedures. Inconsistent practices among staff can create frustration, impact morale, and make it more difficult to maintain shared expectations for students.

Root Cause 4: Inconsistent implementation of campus expectations is primarily due to varying levels of staff follow-through and shared accountability, resulting in students experiencing different expectations across classrooms and settings.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of the school year.
a) 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

High Priority

HB3 Goal

Evaluation Data Sources: 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) Utilize PLC+ processes to regularly analyze student performance data and identify students who are at risk of dropping a STAAR performance level or who are within reach of advancing to the next performance level.
b) Use district common assessments, formative assessments, and other standards-aligned data to identify specific student learning needs and provide timely, targeted instructional responses during Tier I instruction and intervention.
c) Implement and monitor high-impact instructional practices identified in the BHS Instructional Playbook to strengthen Tier I instruction, with particular emphasis on checking for understanding, responding to misconceptions, adjusting instruction, providing timely feedback, and guided practice.
d) Develop and implement targeted instructional and intervention plans for students identified as needing additional support to maintain or advance their STAAR performance level, with intentional monitoring of EB and Economically Disadvantaged student groups.
e) Establish consistent progress-monitoring processes within PLCs to evaluate the effectiveness of instructional responses and interventions and make timely adjustments when students are not demonstrating expected growth.
f) Strengthen the campus CCMR monitoring system to identify students who are not yet on track for CCMR and ensure each student has a clear pathway toward earning a CCMR indicator.
g) Provide targeted TSIA2 preparation, coursework, intervention, and testing opportunities for students who demonstrate the ability and opportunity to achieve TSIA2 readiness.
h) Establish consistent processes for counselors, teachers, students, and parents to understand and monitor students' academic and CCMR status, including what each student has accomplished, what remains to be completed, and the actions necessary to remain on track.

Staff Responsible for Monitoring: Campus Administration, Department Chairs, and PLC Facilitators

Title I:
2.51, 2.52, 2.53
- Additional Targeted Support Strategy

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) Conduct campus instructional focus walks and collaborative debriefing sessions with campus and district leaders to monitor implementation of the BHS Instructional Playbook, HQIM, district curriculum, and identified instructional priorities, with feedback used to determine campus-wide instructional needs and next steps.
b) Utilize Instructional Leadership Team and Leaders of Learners meetings to strengthen implementation of the BHS Instructional Playbook, district curriculum, PLC+ continuous improvement process, and research-based instructional practices, with an emphasis on strengthening Tier I instruction.
c) Strengthen the PLC+ continuous improvement process by regularly analyzing common assessments, formative assessments, student work, and other student performance data to identify students who are at risk of dropping a STAAR performance level or who are within reach of advancing to the next performance level.
d) Implement targeted instructional responses for identified students through standards-aligned Tier I instruction, intervention, reteaching, and enrichment, and regularly monitor whether those instructional responses are resulting in students maintaining or advancing their STAAR performance levels.
e) Implement and monitor the high-impact instructional practices identified in the BHS Instructional Playbook, including checking for understanding, responding to misconceptions, adjusting instruction, providing timely feedback, guided practice, and ensuring students understand their progress toward mastery.
f) Provide differentiated, job-embedded professional learning and instructional coaching for teachers based on classroom observation, PLC+, assessment, and student performance data, with particular attention to strengthening instruction for Emergent Bilingual and Economically Disadvantaged students.
g) Algebra I: Implement the Bluebonnet Learning curriculum with fidelity and utilize the Math Playbook, lesson internalization, formative assessment, and PLC+ processes to strengthen Tier I instruction and provide responsive support based on individual student learning needs.
h) Build the capacity of the Instructional Facilitator, teacher leaders, and campus administrators to support teachers through coaching, collaborative planning, instructional feedback, data analysis, and progress monitoring aligned with campus and district instructional priorities.

Staff Responsible for Monitoring: Campus Administration, Department Chairs, and Professional Learning Committee Facilitators

Additional Targeted Support Strategy

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 implementation of the PLC+ continuous improvement process by requiring collaborative teams to regularly analyze common assessments, formative assessments, student work, and other relevant data to identify learning needs, determine responsive instructional actions, and evaluate the effectiveness of those actions.
b) Establish a systematic process within PLC+ for identifying and monitoring students who are at risk of dropping a STAAR performance level or are within reach of advancing to the next performance level, with particular attention to students approaching Meets and Masters Grade Level.
c) Utilize district common assessments, formative assessments, and other standards-aligned measures to monitor individual student progress, identify specific standards and skills requiring additional support, and make timely adjustments to Tier I instruction, reteaching, intervention, and enrichment.
d) Provide professional learning and job-embedded support on effective formative assessment practices, including checks for understanding, success criteria, analysis of student responses and work, and timely, actionable feedback to inform responsive instruction.
e) Utilize Quarterly Review Protocols, instructional focus walks, PLC+ observations, and student performance data to evaluate the effectiveness of Tier I instruction and campus instructional priorities and identify necessary adjustments to professional learning, coaching, and instructional support.
f) Require teachers and PLC+ teams to track the progress of identified students over time, with intentional monitoring of Emergent Bilingual and Economically Disadvantaged students, and adjust instructional responses when data indicate that students are not making expected progress.
g) Engage students in the continuous improvement process through individual goal setting, progress monitoring, and regular conversations about their learning, ensuring students understand their current performance, the next level of mastery, and the actions necessary to make progress.
h) Implement data-driven intervention and tutoring based on identified student needs, prioritizing students at risk of declining a performance level and students within reach of achieving Meets or Masters, and routinely evaluate intervention effectiveness using student progress data.

Staff Responsible for Monitoring: Campus Administration, classroom teachers and ESL Team

Additional Targeted Support Strategy

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

Performance Objective 2: Close achievement gaps among underperforming student groups, as identified through state and district assessments.
a) 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 underperforming student groups participate in quarterly, data-driven progress monitoring meetings.

Evaluation Data Sources: Domain 2 performance in 2023

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, growth, attendance, discipline, and program data for high-focus student groups, including students receiving special education services, Emergent Bilingual students, Economically Disadvantaged students, and highly mobile students, to identify achievement gaps and determine targeted campus, program, and instructional responses. b) Utilize PLC+ and campus data-review processes to identify students within high-focus groups who are at risk of dropping a STAAR performance level or are within reach of advancing to the next performance level, and develop targeted instructional actions based on identified standards and individual student needs. c) Monitor the effectiveness of special programs and specialized services through regular review of individual student progress and achievement data, adjusting instructional supports, interventions, and services when students are not demonstrating expected progress. d) Implement and monitor accelerated instruction in accordance with HB 1416, using individual student performance data to provide timely, targeted intervention and evaluate whether students are making progress toward grade-level mastery and improved STAAR performance. e) Implement evidence-based instructional practices and targeted supports within Tier I instruction and intervention to accelerate learning for students receiving specialized services and students within identified high-focus groups. f) Establish consistent progress-monitoring processes for Emergent Bilingual and Economically Disadvantaged students to evaluate progress toward Meets and Masters Grade Level and determine when additional instructional support, intervention, or enrichment is necessary. g) Utilize campus leadership, special program staff, counselors, the Instructional Facilitator, and teachers to collaboratively review high-focus student data and ensure that identified needs result in specific adult actions, assigned supports, and continued progress monitoring until the desired student outcome is achieved. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators **Additional Targeted Support Strategy**

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) Build the capacity of campus administrators, instructional leaders, and teacher leaders to understand the Texas accountability system, including Academic Achievement, School Progress, Closing the Gaps, student growth, CCMR, and the impact of student performance levels on overall campus accountability.
b) Regularly analyze accountability and student performance data to identify campus strengths, areas of concern, achievement gaps, and students who are at risk of dropping a STAAR performance level or are within reach of advancing to Meets or Masters Grade Level.
c) Establish a campus progress-monitoring process to track student performance toward STAAR, Domain 3, CCMR, and campus accountability targets throughout the school year and use the results to determine necessary instructional, intervention, and student-support adjustments.
d) Disaggregate student achievement and growth data by student group, with particular attention to Emergent Bilingual and Economically Disadvantaged students, to identify performance gaps and develop targeted actions designed to improve outcomes for identified students.
e) Utilize Quarterly Review Protocols, PLC+ processes, and campus leadership meetings to evaluate progress toward campus performance targets, determine the effectiveness of current strategies, and make timely adjustments when data indicate students or student groups are not on track.
f) Develop and implement targeted action plans for students identified as at risk of declining a performance level or within reach of the next performance level, clearly identifying the instructional response, intervention or support, responsible staff member(s), and method for monitoring student progress.
g) Monitor CCMR status and progress to identify students who are not yet on track for a CCMR indicator, with particular attention to students who have the ability and opportunity to demonstrate TSIA2 readiness, and implement targeted supports to increase successful CCMR outcomes.
h) Regularly communicate campus accountability progress and identified priorities to appropriate staff and engage teachers, counselors, and instructional leaders in using the data to determine specific adult actions necessary to improve student achievement, close gaps, and strengthen overall campus accountability performance.

Staff Responsible for Monitoring: Campus administration and instructional 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: Increase the effectiveness of behavioral supports to reduce disciplinary placements of students.

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) Implement the district behavioral plan and campus discipline management procedures with fidelity by establishing clear, consistent expectations for classroom management, behavioral interventions, documentation, and administrative response. b) Provide Tier I classroom behavior management professional learning and ongoing support for teachers focused on proactive classroom management, de-escalation strategies, positive behavioral supports, and consistent implementation of campus expectations. c) Utilize Focus SIS to consistently document behavioral interventions, Behavioral MTSS plans, and student supports and use behavioral, attendance, and discipline data to identify students requiring additional intervention. d) Implement and monitor targeted Tier II and Tier III behavioral interventions for students demonstrating ongoing behavioral needs, regularly reviewing student progress and adjusting interventions when the desired behavioral outcomes are not achieved. e) Utilize campus behavioral and discipline data to identify patterns, disproportionalities, high-focus student groups, locations, behaviors, and other trends requiring targeted campus or classroom-level responses. f) Establish a collaborative process among administrators, counselors, teachers, and other appropriate student-support personnel to review students with recurring behavioral concerns and determine specific interventions, responsible staff, progress-monitoring measures, and follow-up actions. g) Monitor disciplinary referrals and DAEP placements to ensure interventions and disciplinary decisions are appropriate, consistently implemented, properly documented, and aligned with district procedures, including requirements for students receiving special education services. h) Strengthen transition processes for students returning from DAEP or other disciplinary placements by establishing appropriate behavioral, academic, and student-support plans designed to promote a successful return to the campus environment. i) Strengthen family engagement by providing parents and caregivers with timely communication, resources, and strategies to support positive student behavior and reinforce behavioral expectations between school and home. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor

Strategy 2 Details
Strategy 2: Provide support to all students to help them meet career and college readiness standards. **Actions:** a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and the department to provide pertinent information and support to meet career and college readiness requirements. b) Utilize the individualized graduation plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other career and college readiness requirements. c) Progress monitor all identified at-risk students to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. **Staff Responsible for Monitoring:** Campus Administration and Lead 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: Increase the percentage of students in grades 9-12 meeting College, Career, and Military Readiness (CCMR) requirements by establishing annual progress monitoring targets aligned with the new state standards, thereby positively impacting all domains of high school accountability.

High Priority

HB3 Goal

Evaluation Data Sources: Number of students meeting TSIA 2, SAT, ACT or AP qualification scores, number of students completing a coherent sequence of CTE courses in a Program of Study and earning a state recognized industry-based certification (IBC) or license, earning an Associate's degree via the Collegiate Academy of Birdville or BCTAL P-Tech Health Science Academy, earning Dual Credit or Dual Enrollment credits through BISD's Higher Educational partners (Tarrant County College, Texas Woman's University, Tarleton State University), number of students enlisting the Armed Forces upon graduation and Special Education students graduating with an Advanced Diploma plan (earning an Endorsement) or a Completed Individualized Education Program with Workforce Readiness.
Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

Strategy 1 Details
Strategy 1: Provide support to all students to help them meet College, Career and Military readiness (CCMR) standards. **Actions:** a) Establish and maintain a systematic CCMR monitoring process to identify each student's current CCMR status, determine students who are not yet on track to earn a CCMR indicator, and identify the specific actions necessary for each student to achieve readiness. b) Provide targeted TSIA2 preparation, intervention, and testing opportunities for students who have the ability and opportunity to demonstrate college readiness, using student performance data to identify students for additional support. c) Regularly review CTE, Advanced Academics, college readiness, industry-based certification, and other CCMR data to identify students who have not yet earned a CCMR indicator and connect them with appropriate opportunities based on their individual pathway. d) Utilize counselors and other appropriate staff to regularly review students' four-year plans, CCMR status, graduation requirements, and postsecondary goals to ensure students remain on track for graduation and college, career, or military readiness. e) Develop and implement consistent communication processes to ensure students and parents understand CCMR requirements, available pathways, the student's current CCMR status, and the specific steps needed to achieve a CCMR indicator. f) Identify students' postsecondary plans and interests and use this information to connect students with appropriate college, career, military, CTE, Advanced Academic, and work-based learning opportunities. g) Collaborate with special education staff, transition specialists, counselors, and CTE personnel to ensure students receiving special education services have access to appropriate CTE courses, industry-based certifications, work-based learning experiences, and other CCMR opportunities aligned with their transition plans. h) Conduct regular CCMR progress reviews throughout the school year to identify students who are falling off track, assign targeted supports and responsible staff members, and continue monitoring until the student earns a CCMR indicator or has a clearly defined pathway toward readiness. i) Include information regarding college, career, military, CTE, TSIA2, and other CCMR opportunities in appropriate student, parent, and community communications to increase stakeholder understanding of available readiness pathways. **Staff Responsible for Monitoring:** Campus administration, Academic Dean, Instructional Facilitator

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) Utilize the district CCMR tracking system to regularly monitor individual student progress toward CCMR readiness, identify students who have not yet earned an indicator, and determine appropriate next steps for each identified student.
b) Identify students who have the ability and opportunity to demonstrate college readiness through TSIA2 and provide targeted test preparation, intervention, testing opportunities, and retesting as appropriate.
c) Provide students access to and preparation for SAT School Day, PSAT/NMSQT, TSIA2, and other college-readiness assessments, using available student data to identify students who may benefit from specific testing opportunities and supports.
d) Utilize AP Potential and other available student performance data to identify students who demonstrate potential for success in Advanced Placement coursework and provide individual planning and encouragement to increase participation and successful completion.
e) Regularly review CTE participation and industry-based certification data to identify students who are positioned to earn a certification, address barriers to certification testing, and ensure eligible students complete available certification opportunities.
f) Increase awareness of and access to the ASVAB for students whose postsecondary goals align with military service or who may benefit from the assessment as a CCMR pathway.
g) Utilize counselors, teachers, CTE staff, Advanced Academics staff, and other appropriate personnel to conduct individual CCMR reviews for students who are not yet on track, connecting each student to the most appropriate pathway based on academic performance, coursework, interests, and postsecondary goals.
h) Utilize AVID, advisory, counseling services, and other campus supports to increase students' knowledge of college admissions, scholarships, financial aid, testing requirements, career opportunities, and other postsecondary planning resources.
i) Establish regular CCMR progress-monitoring checkpoints throughout the school year to evaluate whether identified students are completing their planned CCMR actions and make timely adjustments when students begin to fall off track.
j) Communicate individual CCMR status and available readiness opportunities to students and parents, ensuring they understand what the student has already accomplished, what remains to be completed, and the actions available to achieve CCMR readiness prior to graduation.

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) Implement the district TSIA2 administration plan to ensure Grade 9 students complete the RLA assessment and Grade 10 students complete the Mathematics assessment, while monitoring participation and completion throughout established testing windows.
b) Utilize TSIA2 results, STAAR/EOC performance, course performance, and other available student data to identify students who are not yet college ready and determine specific academic skills requiring additional support.
c) Establish a campus TSIA2 progress-monitoring system that is reviewed each grading period to identify students who have not met college-ready benchmarks, monitor participation and performance, and assign appropriate interventions and supports.
d) Provide targeted TSIA2 preparation and academic intervention for students who have not met college-ready benchmarks, with particular attention to students whose performance data indicate they are within reach of successfully meeting TSIA2 readiness standards.
e) Provide intentional and scheduled TSIA2 retesting opportunities for students following targeted preparation and intervention, and monitor results to determine the effectiveness of supports and necessary next steps.
f) Utilize counselors, administrators, testing personnel, teachers, and other appropriate staff to regularly review individual student TSIA2 and CCMR status, identify students who are falling off track, and coordinate timely academic and testing supports.
g) Provide professional learning and ongoing support for appropriate campus staff regarding TSIA2 expectations, college-ready benchmarks, CCMR requirements, student identification, intervention planning, and progress-monitoring procedures.
h) Implement a consistent communication process with students and families regarding TSIA2 results, college-readiness expectations, testing and retesting opportunities, available academic supports, and how TSIA2 contributes to the student's overall CCMR pathway.
i) Analyze campus TSIA2 participation, performance, intervention, and retesting data throughout the year to evaluate the effectiveness of campus processes, identify areas for improvement, and make adjustments designed to increase the percentage of students achieving college-ready benchmarks.

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 campus 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 campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies. **Actions:** a) Utilize campus funds to support incentive programs aimed at improving student attendance. b) Track and review attendance data 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 staff meetings. d) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions. e) Partner with a third-party vendor to enhance district-wide attendance efforts through the facilitation of structured attendance tribunals. **Staff Responsible for Monitoring:** Campus Administration

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, each departments 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:** Campus Administration

Strategy 2 Details
Strategy 2: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance. **Actions:** a) Implement timely and intentional hiring practices to recruit and select highly qualified staff who align with BHS instructional expectations, campus culture, and student needs. b) Provide a structured onboarding and mentoring process for beginning and new-to-BHS teachers, including mentor support, administrative check-ins, instructional coaching, and professional learning. c) Foster a positive and supportive campus culture through intentional staff recognition, effective communication, opportunities for staff voice, collaboration, and relationship-building to promote staff retention. d) Provide differentiated professional learning, PLC support, instructional coaching, and leadership opportunities to develop staff capacity and support continuous professional growth. e) Monitor staffing vacancies, certification requirements, retention trends, and anticipated staffing needs throughout the year to support proactive hiring, appropriate assignments, and targeted staff support. f) Utilize staff feedback, retention data, professional learning outcomes, and student performance data through the campus continuous improvement process to evaluate the effectiveness of recruitment, development, and retention efforts and make data-informed adjustments.

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: Annual Report of Disciplinary Incidents:

Strategy 1 Details
Strategy 1: Strengthen campus-wide systems that promote safe and supportive learning environments through proactive prevention, coordinated response, stakeholder engagement, and continuous evaluation of school safety practices. **Actions:** a) Conduct regular campus safety team meetings to review safety concerns, student needs, discipline trends, threat assessments, and emerging issues and determine appropriate interventions and follow-up actions. b) Strengthen communication and collaboration among campus administration, the School Resource Officer, counselors, teachers, and district safety personnel to identify and respond to potential safety and social-emotional concerns. c) Conduct routine campus safety inspections and walkthroughs to identify potential security concerns related to facilities, supervision, access points, and campus procedures, and develop corrective actions as needed. d) Promote and consistently communicate the use of Anonymous Alerts and other reporting systems so students, staff, and families understand how to report safety concerns, threats, bullying, or other concerning behaviors. e) Provide ongoing training and communication for students and staff regarding campus safety procedures, emergency response protocols, threat reporting, and individual responsibilities for maintaining a safe school environment. f) Review campus safety data, including discipline data, Anonymous Alerts, threat assessments, safety survey results, and other relevant indicators, through the PDSA continuous improvement process to identify trends, determine areas of need, and adjust campus practices. g) Increase student, staff, and parent participation in the annual school safety survey through targeted campus communication and use survey results to identify specific opportunities for improving perceptions of safety and belonging. **Staff Responsible for Monitoring:** Campus Administration

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: Annual report of worker's compensation claims

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) Ensure all campus staff complete required district safety and accident prevention training within established timelines, including assigned SafeSchools training. b) Review campus safety procedures and expectations with staff annually and provide additional training or clarification based on identified needs. c) Conduct regular campus safety walk-throughs to identify potential hazards, document concerns, and ensure corrective actions are completed in a timely manner. d) Maintain a campus process for staff to report safety hazards, facility concerns, accidents, and other potential risks and communicate identified concerns to the appropriate district department. e) Review campus accident, injury, and safety incident data to identify trends or recurring concerns and implement preventative measures when needed. f) Collaborate with district Safety and Risk Management personnel to address identified campus concerns and implement recommended corrective actions. g) Use the PDSA continuous improvement process to monitor campus safety practices, evaluate the effectiveness of corrective actions, and make adjustments to support a safe environment for students, staff, and visitors. **Staff Responsible for Monitoring:** Campus Administration

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, Birdville High School 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.

Strategy 1 Details
Strategy 1: Strengthen campus-wide mental health systems through prevention, early identification, timely intervention, and coordinated support services for students. **Actions:** a) Implement campus MTSS processes to identify students experiencing academic, behavioral, attendance, social-emotional, or mental health concerns and provide timely, appropriate interventions and supports. b) Ensure campus staff complete required annual training related to recognizing and responding to warning signs of mental health concerns, suicide risk, substance use, trauma, and other student well-being needs. c) Establish and maintain clear campus referral procedures so staff know how to connect students with counselors, administrators, intervention teams, and other appropriate school-based or district supports. d) Utilize counselors, administrators, teachers, and other appropriate staff to regularly review students of concern, coordinate interventions, monitor progress, and determine when additional supports or referrals are needed. e) Partner with families, district personnel, and community resources, as appropriate, to connect students with additional mental health, behavioral, and social-emotional supports. f) Review campus data, including counseling referrals, attendance, discipline, threat assessments, student needs, and other relevant indicators, to identify trends and areas requiring additional support. g) Use the PDSA continuous improvement process to evaluate the effectiveness of campus mental health and student support systems and make data-informed adjustments to interventions, referral processes, and available supports.

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 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.

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 students with ongoing instruction and communication regarding bullying and cyberbullying prevention, digital citizenship, healthy relationships, Title IX protections, vaping and substance-use prevention, responsible decision-making, and appropriate reporting procedures. b) Promote a positive campus culture through character education, student leadership opportunities, relationship-building practices, and activities that reinforce respect, empathy, responsibility, and a sense of belonging. c) Ensure all campus staff complete required annual professional learning related to bullying prevention, Title IX responsibilities, vaping and substance-use awareness, student behavior expectations, trauma-informed practices, and early intervention strategies. d) Implement campus-wide awareness and prevention activities that reinforce expectations for respectful behavior, responsible digital citizenship, healthy choices, and a safe and supportive learning environment. e) Maintain and communicate clear procedures for students, staff, and families to report bullying, harassment, safety concerns, and other inappropriate behavior and ensure reported concerns receive timely follow-up. f) Engage families through ongoing communication regarding campus expectations, prevention efforts, reporting procedures, counseling services, and available student support resources. g) Review relevant campus data, including discipline referrals, bullying reports, vaping incidents, student surveys, and other school climate indicators, through the PDSA proces to identify trends, evaluate effectiveness, and make data-informed adjustments to campus practices.