

Birdville Independent School District
Birdville High School

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Comprehensive Needs Assessment

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Comprehensive Needs Assessment

Demographics

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Demographics summary for Birdville High School:

Birdville High School, with a total enrollment of 2,093 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

Perceptions

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Birdville High School values ongoing feedback from students, staff, and the community, collected through various surveys conducted throughout the year. This feedback indicates that our campus is perceived as both safe and positive. Students and staff consistently report feeling secure and supported, which contributes to a strong sense of belonging and community within the school. The data suggests that our efforts to foster a welcoming and inclusive environment are having a positive impact on overall school morale and engagement.

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Another key strength is our proactive approach to addressing and acting on feedback from our school community. By regularly administering surveys and using the insights gathered, we are able to make informed decisions that enhance our campus culture and climate. This responsiveness not only helps maintain a high level of satisfaction among students and staff but also demonstrates our commitment to continuous improvement and creating a supportive, collaborative environment for everyone at Birdville High School.

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The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

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- 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

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- 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

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

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- Processes and procedures for teaching and learning, including program implementation
- Communications data

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Uvtevgi{"4 Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.

Cevkqpu a) Continue to facilitate campus instructional focus walks and debriefing sessions with staff.

b) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team

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Uvtevgi {"5 Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.

Cevkqpu a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.

b) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance.

c) Conduct training on using data from multiple assessments (Interims) to inform instruction and document student growth.

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

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

Gxcuvcvkqp"Fcvc"Uqwtegu Domain 2 performance in 2023

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Uvtevgi {"3 Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.

Cevkqpu a) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless).

b) Develop and implement a system to monitor and ensure compliance requirements of special programs that address closing achievement gaps.

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

Findings: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Challenge:** Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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

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

Gxcuvcvkqp"Fcvc"Uqwtegu Historical performance by student subgroup on state and district assessments

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Uvtevgi {"3" Implement with fidelity the behavioral MTSS plan. Cevkqpu<

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

Findings: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Recommendations:** Inadequate feedback mechanisms and data analysis to assess the impact

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

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

Gxcwcvkqp"Fcvc"Uqwtegu< Annual Report of Disciplinary Incidents:

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Uvtcvgi{"3< Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.

- Cevkqpu** a) Use campus staff (Crisis counselors and assistant principals) to identify and address safety and social emotional concerns.
- b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.
- c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns.
- d) Participate in safety audits to identify security issues on our campus.
- e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.
- f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.

Uvchh"TGurqpukdng"ht"Oqpkvqtkpi< Campus Administration

Rtqdnq o "Uvcvg o gpvu< Perceptions 1

Rtqdnq o "Uvcvg o gpv"3: The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. **Tqqv"Ecwug**: The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

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

Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of

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

The district will meet all compliance requirements for improvement planning.

Gxcuwcvkqp"Fcvc"Uqwtegu Campus safety survey of students, parents and staff

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Uvtcvgi{"3 Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.

Rating 3: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Weakness:** Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Rating 3: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Weakness:** Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Title I

1.1: Comprehensive Needs Assessment

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Parents:

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Teachers:

Allison Hudak, Bethany Fletcher, Tina Clifton, Julie Vick, Laura Douglas, and Margret Flusche

Administrators:

Tim Drysdale, Jennifer Beasley, Alan Wallace, John Deleon, Divya Tinsman, Kelly Black, and Tanna Falcon

Other Campus and District Staff:

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Black	Instructional Facilitator	Title I	1.0

Campus Funding Summary

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I qcn	Qdlgevkg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	3	SCE Campus Personnel		\$621,832.00
Uwd/Vqvcn					\$621,832.00
Dwf igvgf"Hwpf"Uqwteg"C o qwpv					\$621,832.00
-1/" Fkhgtgpeg					\$0.00
433"/"Vkvng"K					
I qcn	Qdlgevkg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	2	Instructional Facilitator		\$64,653.00
3	3	1	Family Engagement		\$0.00
Uwd/Vqvcn					\$64,653.00
Dwf igvgf"Hwpf"Uqwteg"C o qwpv					\$64,653.00
-1/" Fkhgtgpeg					\$0.00
I tcpf"Vqvcn"Dwf igvgf					\$686,485.00
I tcpf"Vqvcn"Urgpv					\$686,485.00
-1/" Fkhgtgpeg					\$0.00