Birdville Independent School District

Snow Heights Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We are committed to building strong relationships in order to provide a safe and caring environment that challenges all students to reach their potential.

Vision

Students from Snow Heights will grow to be our future leaders and contribute positively to the communities in which they live.

Value Statement

Our Core Beliefs are the following:

- ***We believe students are all on individual journeys where they are valued, empowered to learn, and have a voice.***
- ***We believe our welcoming school community is a safe and inclusive environment that values all members through empathy and respect.***
- ***We believe that learning is a lifelong process for all students that is challenging, purposeful, and rewarding.***

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2024-2025 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2023-2024 school year. Student enrollment at Snow Heights Elementary during 2023-2024 was similar to previous school years. Enrollment data shows that campus enrollment was approximately 395 students for the majority of the school year. Our Hispanic student group is one of our largest ethnic groups and represents 26.65% (105 students) of the population. Our largest student group is White at 50.00% (197 students). Our smallest groups are the following: African American-13.71% (54 students), Asian-4.82% (19 students), and 3.81% (15 students) claim Two-or-More Races. The percentages for most of these groups has increased in just one year's time.

The approximate 13% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 47.72% (188), of our students are Economically Disadvantaged which is consistent with previous school years. The other student groups for Snow Heights Elementary include 4.06% (16 students) Emergent Bilingual (EB), 6.35% (25 students) Gifted and Talented, and 21.83% (86 students) Special Education. Additionally, 46.45% (183) of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, where most students reside within the neighborhood, and approximately one-fourth of students are transported. Snow Heights strives for good attendance and had a 94.31% student rate last year, which has decreased from the previous school year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

Demographics Strengths

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.

2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018 96.2% in 2018-2019, and 96.8% in 2020-2021. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. While attendance increased (95.07%) during the 2022-2023 school year, our attendance in the 2023-2024 school year decreased to 94.31%. Our goal is to reach a rate of 96% or higher for the 2024-2025 school year.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's Social Emotional Behavior (SEB) curriculum, as well as Capturing Kids' Hearts (CKH) strategies, keeps the students and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and

families.

Problem Statement 2 (Prioritized): In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average. **Root Cause:** The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Problem Statement 3 (Prioritized): While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area. **Root Cause:** Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.

Problem Statement 4 (Prioritized): There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. **Root Cause:** With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

Student Learning

Student Learning Summary

The following scores show Snow Heights' performance on the 2024 State of Texas Assessment of Academic Readiness (STAAR) test:

Subject	Campus Approaches	Campus Meets	Campus Masters	District Approaches
3rd Grade-Reading	84%	49%	13%	75.23%
3rd Grade-Math	73%	42%	11%	72%
4th Grade-Reading	83%	48%	17%	82.16%
4th Grade-Math	67%	31%	15%	67.19%
5th Grade-Reading	87%	68%	50%	81.94%
5th Grade-Math	80%	60%	25%	79.03%
5th Grade-Science	82%	53%	26%	62.33%

In addition, the following scores show Snow Heights' performance on the 2024 STAAR Alternate 2 test:

Subject	Campus Satisfactory	Campus Accomplished	District Satisfactory	District Accomplished
3rd Grade-Reading	100%	0%	95.65%	13.04%
3rd Grade-Math	100%	0%	95.65%	26.09%
4th Grade-Reading	100%	0%	87.1%	6.45%
4th Grade-Math	100%	100%	96.77%	16.13%
5th Grade-Reading	100%	67%	82.75%	3.45%
5th Grade-Math	100%	33%	93%	31%
5th Grade-Science	100%	67%	93.1%	27.59%

Student Learning Strengths

Snow Heights Elementary has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, including:

- Strong Reading Interim & STAAR scores in 3rd, 4th, and 5th Grades
- Strong mCLASS scores in K-2
- Closing gaps in area of Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. **Root Cause:** Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 2 (Prioritized): There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 **Root Cause:** Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.

Problem Statement 3 (Prioritized): Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 4 (Prioritized): Students are not achieving allowable points on Writing responses in Grades 3-5. **Root Cause:** Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

School Processes & Programs

School Processes & Programs Summary

At Snow Heights Elementary, students are served by a number of specialized programs related to their individual needs. Almost 48% (approximately 190) of our students are served by the Free and Reduced Lunch program. Sixteen (4.06%) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 21.83% (86) of our students are served in Special Education. Many of those students have been assigned to our AABLE (Academic and Adaptive Behavior Learning Environment). This program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Finally, 6.35% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

The Multi-Tiered System of Support (MTSS) program serves students in grades Kindergarten through 5 in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Our goal is to keep the intervention groups small and staffed appropriately which will aid students in closing gaps in their learning. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

School Processes & Programs Strengths

•Snow Heights has a strong vertical alignment among teachers and staff. They meet in vertical teams (Reading/Writing, Math, and Science) throughout the year to align curriculum and interventions.

•Trained tutors are utilized to assist in providing intervention to struggling students

•Teachers implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 (Prioritized): Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause:** Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 3 (Prioritized): Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause:** Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the

overall effectiveness of instructional strategies and interventions.

Problem Statement 4 (Prioritized): Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 5 (Prioritized): Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Perceptions Summary

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 3-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students.

Students, parents, and staff responded to the following questions:

1. Visitors must present a photo ID to obtain a visitor's badge?
2. Have you noticed any open or unlocked exterior doors during the instructional day?
3. Does your student have a trusting relationship with at least one adult on campus?
4. Have you noticed any staff member without an ID badge?
5. Staff members monitor hallways during school hours?
6. Procedures used to make disciplinary decisions are well known to students?
7. Students receive training specifically on bullying prevention and cyberbullying?
8. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
9. Are you informed about Anonymous Alerts?
10. Have you discussed Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
11. Respect for all persons is emphasized throughout the campus?
12. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
13. Overall do you consider your campus safe and orderly?

Perceptions Strengths

Survey results indicated the following regarding perceptions of school safety, processes, and procedures.

• Over 98% of student responses showed that students were trained and ready to implement Standard Response Protocols
• 92% of parents reported that their student had a trusting relationship with at least one adult on campus

- 94% of students reported that they had a trusting relationship with at least one adult on campus
- 98% of parents consider Snow Heights safe and orderly

• Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) **Root Cause:** Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

Problem Statement 2 (Prioritized): Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause:** In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3 (Prioritized): Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause:** Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

Priority Problem Statements

Problem Statement 1: There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5

Root Cause 1: Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades.

Root Cause 2: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

Root Cause 3: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making.

Root Cause 4: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)

Root Cause 5: Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents.

Root Cause 6: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

Root Cause 7: Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

Root Cause 8: Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average.

Root Cause 9: The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

Root Cause 10: Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Root Cause 11: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed.

Root Cause 12: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates.

Root Cause 13: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Problem Statement 13 Areas: Demographics - School Processes & Programs

Problem Statement 14: There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades.

Root Cause 14: With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Students are not achieving allowable points on Writing responses in Grades 3-5.

Root Cause 15: Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

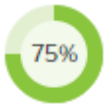
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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 2025 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.

HB3 Goal

Evaluation Data Sources: CLI Engage-CIRCLE (PreKindergarten Reading and Math)
Fountas & Pinnell Reading Levels
mClass (Kindergarten, Reading and Math)
mClass (Grades 1-2, Reading)
Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 3-5 Reading)
Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity and fidelity in the use of the District curriculum and state approved resources at the campus level. **Actions:** a) Continue focusing on alignment by planning accordingly in each content area through vertical (Reading/ Writing, Math, & Science) teams b) Maintain and continue implementation plan of Workshop model and small group instruction in Reading, Writing, and Math to support all students c) Monitor implementation of the district curriculum as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Utilize campus Instructional Facilitator to complete coaching cycles based on implementing best practices and developing masterful teachers e) Provide necessary resources needed to support the district's curriculum plan-Lead4ward, STAAR4ward, Phonics 95, etc. f) Host a Curriculum Night that includes strategies to promote best home/school strategies with parents/family members g) Support writing instruction in all subject areas (district strategy for Extended and Short Constructed Responses, grade appropriate grammar rules, complete sentences, spelling, etc.) h) Utilize district content coordinators to support teachers in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL members, Instructional Facilitator, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $65,899, Parent Family Engagement - Curriculum Night - 211 - Title I - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of Reading and Mathematics instruction with a focus on internalization, the use of best practices, and continuous improvement **Actions:** a) Support coaching and training of district and state literacy requirements b) Maintain focus of phonics instruction in Kindergarten through 3rd grade using 95 Phonics curriculum c) Regularly utilize the campus' Leveled Library and Fountas & Pinnell Interactive Read Alouds/Shared Reading resources for instruction in all subject areas d) Support the district's curriculum plan by providing time for students to use the following programs: Reading A to Z and ST Math e) Utilize Title One tutors to support reading and math instruction f) Model literacy through a staff book club that meets monthly g) Participate in World Read Aloud Day to promote literacy with staff, students, and community members h) Continue publishing the student written newspaper, "The Polar Gazette" i) New to K-3 teachers attend Reading Academy training j) Utilize and implement new learning obtained through Reading Academies (Science of Teaching Reading) k) Build capacity and knowledge base of proficiency scales in Mathematics l) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis m) Create and conduct online assessments for 2nd-5th grade in Math using Aware n) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs) using electronic/online data folders **Problem Statements:** Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $5,739				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Understand and implement progress monitoring and data driven decision-making to inform instruction and responsive teaching **Actions:** a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation & Support System (T-TESS) b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. & Math, and Interims) to inform instruction c) Collect, analyze and use data for progress monitoring d) Continue to build capacity through the Professional Learning Committee (PLC) process e) Utilize Aware to create online assessments f) Respond instructionally by utilizing data and support from Academic Coach g) Utilize district content coordinators to support teachers in Tier 1 instruction h) Follow district and campus assessment calendars i) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) j) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Extended Response Rubric in Grades 3-5) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY) k) Conduct interim assessments in Grades 3-5, Reading and Math twice a year and Science once a year l) Share campus/teacher/student progress through the district's Quarterly Review Protocol process **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers **Problem Statements:** School Processes & Programs 3	65%	75%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide rigorous learning opportunities for our GT/advanced students **Actions:** a) Promote higher level thinking by creating and utilizing rigorous questions b) Continue implementing Math Menus c) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards d) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, Instructional Facilitator, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards e) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update **Staff Responsible for Monitoring:** Principal, Assistant Principal, GATE Teacher, Academic Coach **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	40%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) c) Progress monitor students in Reading (BAS, Star Renaissance, mCLass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct online nine weeks assessments for 2nd-5th grade in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach and Multi-Tiered Systems of Support (MTSS) staff g) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3	55%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area. **Root Cause**: Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.
Problem Statement 4: There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. **Root Cause**: With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.
Student Learning
Problem Statement 2: There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 **Root Cause**: Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.
Problem Statement 3: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.
Problem Statement 4: Students are not achieving allowable points on Writing responses in Grades 3-5. **Root Cause**: Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

School Processes & Programs

Problem Statement 1: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause**: Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 3: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause**: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

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: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build strong, equitable, and responsive learning environments to ensure program quality, coherency, and efficiency **Actions:** a) Design a master schedule that includes protected time for Tier 1 instruction b) Utilize collective data in MTSS collaborative conferences to make instructional decisions based on the needs of individual students c) Provide part time Reading and Math tutors to serve Tier 2 students in order to decrease learning gaps and increase student performance d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas g) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science) h) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, Admission, Review, & Dismissal (ARDs), parent/teacher conferences, etc. i) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or RtI j) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas k) Ensure all teachers are certified to teach English Language Learners-Emergent Bilinguals l) Utilize the district's English Learners Teacher Toolkit as well as Elevation m) Share English Learner district training opportunities with teachers n) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Facilitator **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Title I Tutors - 211 - Title I - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional learning that assists teachers in developing, administering, and using student performance data to evaluate student growth **Actions:** a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year c) Teachers create nine week assessments in K-2 Math based on the rigor of the standards d) Using Aware, teachers create online assessment in 3-5 Math based on the rigor of the standards e) Conduct MTSS collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings f) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists g) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc. h) Provide training to classroom teachers on appropriate interventions and approved accommodations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Facilitator, Digital Learning Specialist **Problem Statements:** School Processes & Programs 1, 3, 4	60%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of the district's PDSA process to improve instruction, data analysis, and student growth. **Actions:** a) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms b) Grade levels implement personal digital data folders for each student in Reading, Writing, and/or Math c) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs d) Utilize grade level PLCs to analyze and discuss data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator **Problem Statements:** School Processes & Programs 3	50%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families **Actions:** a) Design and implement a school wide plan to increase parent involvement b) Provide a Curriculum Information Night to inform parents on best practices c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter f) Implement Mentor Program to serve students using volunteers from Cross Church or other community members g) Utilize essential parent volunteers/Parent Teacher Association (PTA) members to assist teachers inside and outside of the classroom h) Host a "Good News Club" for students on a weekly basis throughout the school year **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 2, 3	70%	80%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fifteen At Risk indicators **Actions:** a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate **Staff Responsible for Monitoring:** Principal, Assistant Principal (PEIMS Coordinator), and Counselor **Problem Statements:** School Processes & Programs 4 - Perceptions 3	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
Problem Statement 2: In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average. **Root Cause**: The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Student Learning

Problem Statement 1: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. **Root Cause**: Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

School Processes & Programs

Problem Statement 1: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 3: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause**: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

Problem Statement 4: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause**: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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 TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the district curriculum for social and character development (SCD) **Actions:** a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Kindness Club for students in Grades 2-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc. h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc. i) Recognize students each nine weeks that demonstrate the district's character traits **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 2	65%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

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 behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the behavioral MTSS plan with fidelity. **Actions:** a) Monitor district expectations of Behavior interventions as stated in the MTSS handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings) c) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts (CKH) & Character Strong lessons to align with the whole child tenets d) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus e) Utilize campus wide discipline plan f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) Conduct bi-monthly guidance lessons to support classroom SEB instruction h) Provide ongoing training and support for all staff to build their capacity to implement MTSS i) Set and monitor student goals in regards to behavior using Success Ed and/or Focus j) Provide supplemental resources to support SEB-interest inventories, ABC chart, behavior charts, etc. k) Communicate CKH strategies to parents/guardians through grade level and campus newsletters l) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 4 - Perceptions 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause**: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Perceptions

Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance. **Actions:** a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall c) Implement grade level and/or classroom incentive measures to increase attendance d) Recognize Perfect Attendance (student and staff) at Celebration Assemblies e) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance f) Utilize district Tribunal for students with poor attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 1 - School Processes & Programs 5	70%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

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 results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Teach and implement Standard Response Protocols with all staff members and students e) Schedule a minimum of four unannounced safety drills during each semester of the school year f)Faculty Advisory (Safety) committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) g) Conduct safety audits to identify security issues on campus h) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety i) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns j) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.) k) Continue to utilize Threat Assessment system for students to report safety concerns **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1	70%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) **Root Cause**: Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment **Actions:** a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures h) Review and report claim information to staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Head Custodian **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 3	60%	75%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
Perceptions
Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and maintain a campus wide coordinated health program. **Actions:** a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Physical Education teacher **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 3	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. **Actions:** a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy). **Problem Statements:** Perceptions 3	60%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

State Compensatory

Budget for Snow Heights Elementary

Total SCE Funds: $65,899.00
Total FTEs Funded by SCE: 1.99
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Snow Heights Elementary

Name	Position	FTE
Carrie McCaghren	Teacher	0.33
Kelly DAvis	Educational Assistant	0.33
Sheri Norton	Instructional Facilitator	1
Shonna Whitmore	Reading Intervention	0.33

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the months of March and April 2024. It was then presented in May using data from the 2022-2023 and any current data from the 2023-2024 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Kelly Lebsock-Physical Education Teacher, SBDM Member

Mycah Baxter-4th Grade Teacher, SBDM Member

Michelle Howard-3rd Grade Math Teacher, SBDM Member

Jillian Dreixler-Assistant Principal, LOL & SBDM Member

Tonya Bishop-1st Grade Teacher, SBDM Member

Susan Nall-Principal

Kerri Sands-District MTSS Facilitator

Chelsea White-SHE parent

Melissa Vittas-SHE parent, PTA Member

Don Beach-Business Representative & Volunteer

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March and June each school year.

2.3: Available to parents and community in an understandable format and language

The Snow Heights 2024-2025 campus plan will be available to parents and community members on the campus' website: www.birdvilleschools.net/she. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, approximately 52% of our students were identified as at-risk based on one or more of the following criteria:

(1) low performance on a readiness test or assessment instrument
(2) semester failure of two or more academic subjects
(3) grade retention
(4) lack of satisfactory performance on stateâ€Â?mandated testing
(5) pregnancy or parenthood
(6) placement in an alternative education program
(7) expulsion
(8) parole, probation, deferred prosecution, or conditional release
(9) drop out status
(10) limited English proficiency
(11) custody or care of the Department of Protective and Regulatory Services
(12) homelessness
(13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social/emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research based instructional strategies such as:

- Continuous Improvement
- Capturing Kids Hearts
- Phonics Instruction in K-3
- Workshop Model
- Accelerated Instruction
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- Responsive Classroom
- TBRI Training
- Social Emotional Curriculum-Character Strong

Increased learning time is provided through pull out intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at risk student population. , The campus will continue to emphasize the importance of communication between the school and home, as well as provide parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of

programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Kathleen Kaiser, parent

Casey Orr, parent

Dana Sutton-parent

Robin Doyle, parent

Kim Drees, parent

Bonnie Jordan, parent

Lindsey Gill, parent

Helen Haack, parent

Katy Kemp, parent

Ginny Tanner, parent/teacher

Laura Wilson, parent/Counselor

Susan Nall, Principal

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the

fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2024-2025:

August: Meet the Teacher/Curriculum Night, Aug.8, 2024

September: Title I Meeting & Grade Level Curriculum Night, September 19, 2024

November: Polar Bash, November 9, 2024

December: Cookies with Santa, December 12, 2024

February: Science Night, February 20, 2025 at Fort Worth Science Museum

February: World Read Aloud Day, February 5, 2025

March: Discover Birdville Event, date tbd

March: Polar Hop, March 7, 2025

April: Fun Run, April 3, 2025

May: Field Day, May 2, 2025

April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 16, 2024

August Refresh Back to School Event (date tbd) at WG Thomas Coliseum

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$65,899.00
				Sub-Total	$65,899.00
				Budgeted Fund Source Amount	$65,899.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Parent Family Engagement - Curriculum Night		$4,000.00
1	1	2	Professional Development		$5,739.00
1	2	1	Title I Tutors		$30,000.00
				Sub-Total	$39,739.00
				Budgeted Fund Source Amount	$39,739.00
				+/- Difference	$0.00
				Grand Total Budgeted	$105,638.00
				Grand Total Spent	$105,638.00
				+/- Difference	$0.00

Addendums

Student/Teacher/Parent Compact

Title One-Linking Together for Student Success
Snow Heights Elementary

Student Agreement

I want to be successful. Therefore, I will strive to:

- Attend school regularly.
- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

Student's Signature _____ ***Date*** _____

Teacher Agreement

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ ***Date*** _____

Teacher's Signature _____ ***Date*** _____

Teacher's Signature _____ ***Date*** _____

Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

Parent's Signature _____ ***Date*** _____

Parent's Signature _____ ***Date*** _____

Snow Heights Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, *Snow Heights Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Snow Heights Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Susan Nall at (817) 547-2200 or email Ms. Nall at susan.nall@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
	Requirement	**Timeline**	**Activity**	**Evaluation Measure(s)**
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through • Inviation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments	• Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: • SBDM meetings	• Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about … 1. Participation in Title 1 2. Program Description	• Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	• Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
6	Shared responsibility for student achievement		Utilize the school-parent compact 1. Develop 2. Distribute 3. Evaluate 4. Revise	• Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding 1. State academic content (TEKS) 2. State academic achievement standards (STAAR, CBAs) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement	• Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

(Campus) Parent Involvement Strategies				
	Requirement	**Timeline**	**Activity**	**Evaluation Measure(s)**
			Provide training and materials to parents to help them work with their children	• Literacy Night • Science Night • Parent Conferences
6	Build capacities of staff		Design training (with parents) to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents	
10	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with ESL, GT	• Parent training schedules • Session evaluations • Budget records
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Student/Teacher/Parent Compact

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Snow Heights Elementary

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- Respect the rights of others to learn.
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Student's Signature _____ ***Date*** _____

Teacher Agreement

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- Teach in a manner that motivates and encourages students.
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			3. Curriculum	• Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
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Homeroom Teacher's Signature _____*Date* _____

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SNOW HEIGHTS ELEMENTARY SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Snow Heights Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Snow Heights Elementary has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- Snow Heights Elementary will promote regular, two way communication between home and school through principal and grade level newsletters, social media, the school's website, parent conferences, and monthly meetings
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Snow Heights Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Snow Heights Elementary and its staff will develop and deliver timely information and training to parents
- Snow Heights Elementary will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Snow Heights Elementary will disseminate information to parents on all required Title 1 notifications

Annual meeting

Snow Heights Elementary will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Snow Heights Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Snow Heights Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Snow Heights Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Snow Heights Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Snow Heights Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Snow Heights Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

SNOW HEIGHTS ELEMENTARY

CNA

Comprehensive Needs Assessment

for

2022-2023

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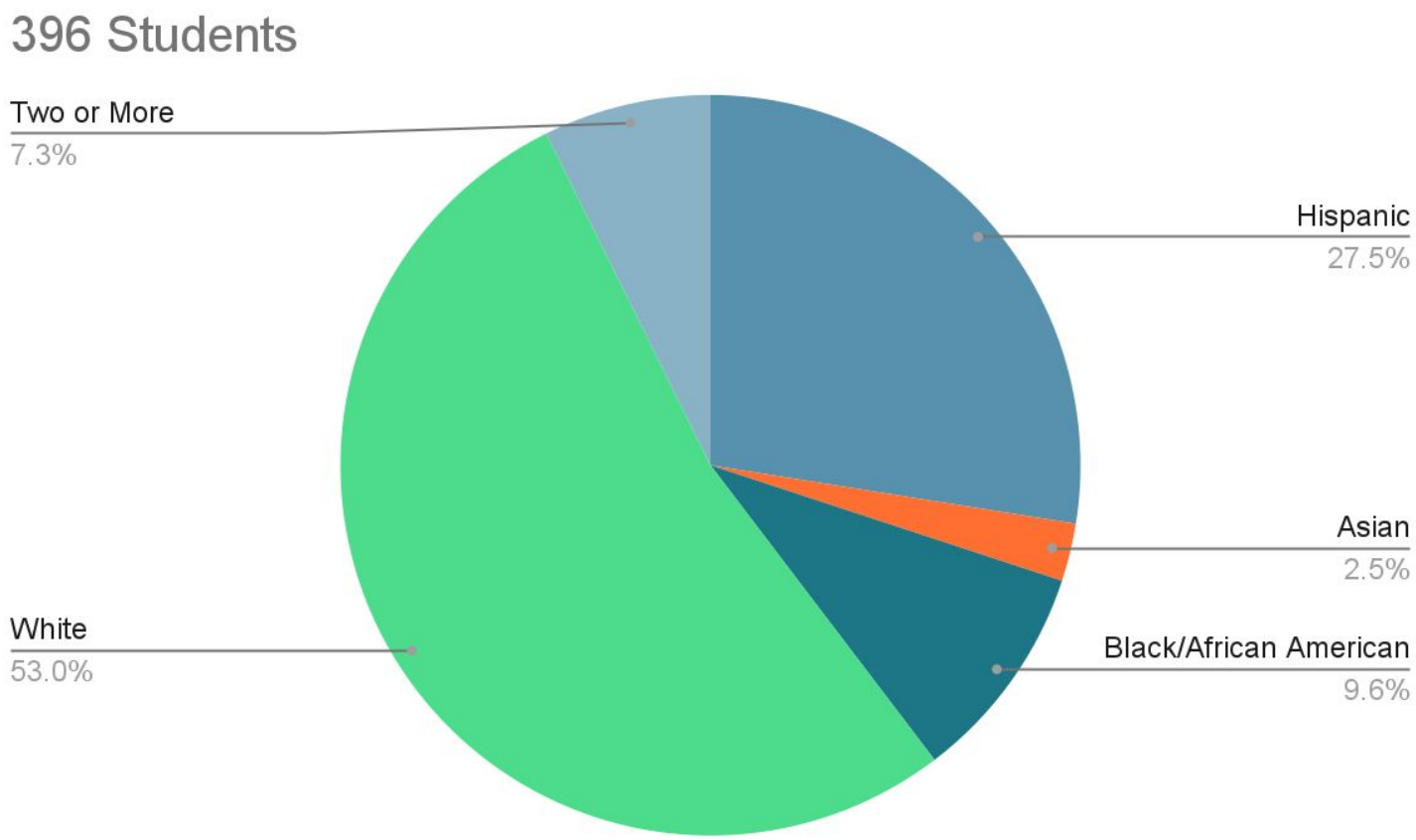
Who are we?



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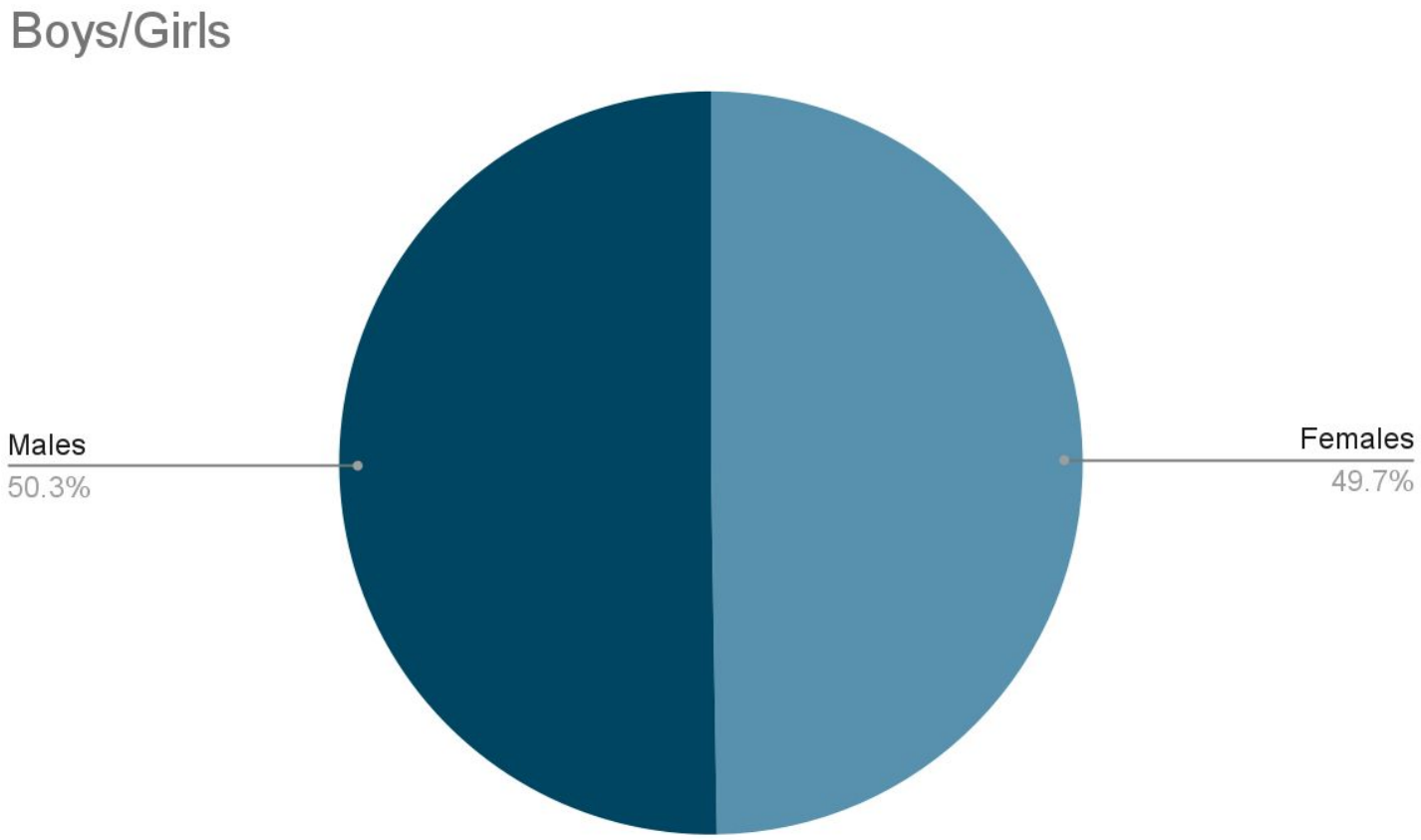
Gender



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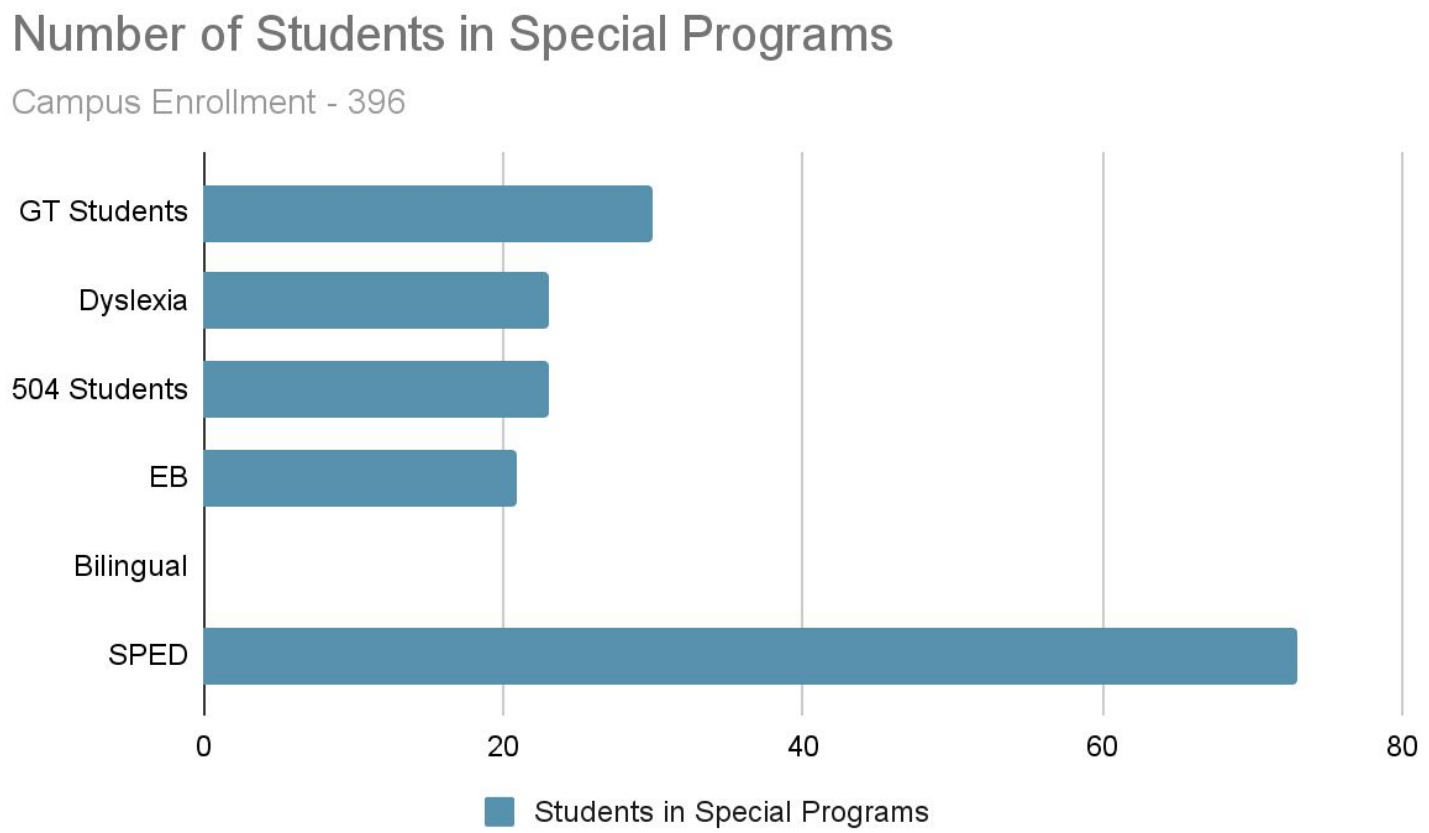
Special Programs



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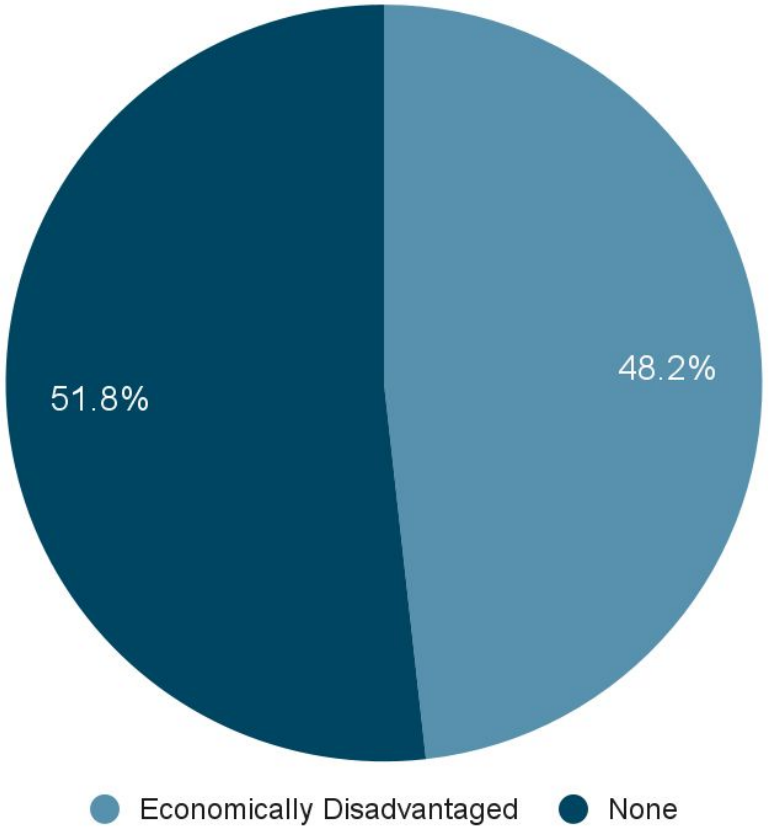
Economically Disadvantaged



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DEMOGRAPHICS

STRENGTHS

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.

2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018, and 96.2% in 2018-2019. Since Covid, attendance has decreased but is back to the 96% for the 2022-2023 school year.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's SELFIE attributes as well as Capturing Kids' Hearts keeps the student and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

AREAS FOR GROWTH

- Our campus has yet to meet our attendance goal of 97%.
- In addition to Resource and Speech students, we have two AABLE classes on campus. This puts Snow Heights with a 18.4% in Special Education which is an increase from the previous school year and above the district average.
- While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

GOALS

- Meet and maintain school attendance goal of 97% for the 2023-2024 school year.
- Follow RtI guidelines/ interventions and SpEd protocols prior to recommending SpEd testing for a student
- Focus on students achieving moving from one level to the next (Approaches, Meets or Masters) on STAAR test in Math for the 2023-2024 school year
- Focus on progress monitoring in all subject areas to monitor growth

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PERCEPTIONS

STRENGTHS

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 4-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students. In addition, a campus survey was sent to all SHE families to obtain their level of satisfaction of the 2022-2023 school year.

Survey results indicated the following regarding perceptions of school safety, processes, procedures, and campus activities:

- Over 90% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 96% of parents reported that their student had a trusting relationship with at least one adult on campus and felt the campus was safe and orderly
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

AREAS FOR GROWTH

•Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)
•Students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills as well as bullying prevention.
•Parents want more communication when it comes to curriculum expectations and disciplinary procedures

GOALS

- Continue to conduct BISD safety survey as well as campus surveys to monitor student & community perceptions
- Utilize Capturing Kids' Hearts strategies
- Implement SEL curriculum to students; Provide parents/guardian SEL resources
- Continue providing after school clubs for students: Yearbook, Polar Gazette, Good News Club, Dance Club, etc.
- Continue building strong relationships with PTA and community members

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STUDENT LEARNING

STRENGTHS

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Strong Reading scores in 4th and 5th Grades
- Strong Math scores in 5th Grade
- Closing gaps on Achievement

Accountability Rating=A
*based on 2022 data

AREAS FOR GROWTH

•There continues to be a decrease in Masters scores in most subject areas for students in Grades 3-5

•Even though Math scores have improved, many students are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test

•Special Education students are not performing well (obtaining Approaches level) on the STAAR test

GOALS

- Ensure vertical alignment is taking place in Math, Reading/Writing, and Science with intentionality
- Implement strong Tier 1 instruction to ALL students
- Provide intervention/ accelerated instruction through tutors
- Implement PLC process to discuss student growth and progress
- Track student growth in data folders

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PROCESSES & PROGRAMS

STRENGTHS

The academic and behavior RtI program serves students in grades K through 5. Students are identified for tiered intervention services using data from Reading and Math universal screeners administered three times each year as well as consideration of other performance evidence by a collaborative conference committee. Our goal is to keep intervention groups small and staffed appropriately which will aid students in closing gaps in their learning and behavior. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

AREAS FOR GROWTH

- The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.
- Students are slow to respond to intervention as many are not moving off tiers in a timely manner.
- Ensure time is allotted to analyze data in all grade levels
- Focus on alignment with cluster campuses including middle and high schools

GOALS

- Teachers meet in vertical teams throughout the year to align curriculum and interventions on campus
- Collaborate and plan with comparison campuses to strengthen cluster alignment
- Utilize trained tutors and classroom teachers to assist in providing intervention to Tier 3 students
- Implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered
- Utilize Crisis Intervention Counselor to assist Counselor in forming and hosting groups
- Provide minutes in the daily schedule to address SEL learning

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