

Birdville Independent School District
Snow Heights Elementary
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Budget for Snow Heights Elementary	26
Personnel for Snow Heights Elementary	26
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a K-5 Title 1 campus in Birdville ISD. At this time, the campus does not serve PreK students. Although this improvement plan focuses on the 2021-2022 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2020-2021 school year. Student enrollment at Snow Heights Elementary during 2020-2021 remained consistent from the previous school year. Enrollment data shows that campus enrollment was approximately 370 students for the majority of the school year. The enrollment projection for the 2021-2022 school year is the same with the possibility of a few less students due to the outcomes of Covid 19. Our Hispanic student group is one of our largest ethnic groups and represents 21.47% of the population. Our largest student group is White at 58.97%. Our smallest groups are the following: African American-7.61%, Asian-3.53%, and 8.15% claim Two-or-More Races.

The 17.4% student mobility rate for Snow Heights Elementary continues to increase each year, and 43.75% of our students are Economically Disadvantaged. The other student groups for Snow Heights Elementary include 5.71% Limited English Proficiency (LEPs), 9.78% Gifted and Talented, and 15.76% Special Education. Additionally, 32.07% 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 predominately 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 96.8% student rate last 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: 96.7% in 2014-2015, 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. Our goal is to reach a rate of 97% or higher for the 2021-2022 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 curriculum, as well as Capturing Kids' Hearts strategies, 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite good attendance throughout a pandemic year, our campus has yet to meet our attendance goal of 97%.

Problem Statement 2: In addition to Resource and Speech students, we have two AABLE classes on campus. This puts Snow Heights with a 15.76 % in Special Education which is an increase from the previous school year and above the district average.

Problem Statement 3: While most of our students meet the district and campus goal of achieving at least one year's growth in Reading, our high achieving and gifted learners are not making adequate growth.

Student Learning

Student Learning Summary

The following scores show Snow Heights' performance on the 2021 STAAR test:

Subject	Campus	Campus	Campus	District
	Approaches	Meets	Masters	Approaches
3 rd Grade-Reading	76%	52%	22%	73%
3 rd Grade-Math	71%	31%	18%	69%
4 th Grade-Reading	79%	55%	40%	65%
4 th Grade-Math	62%	27%	11%	58%
4 th Grade-Writing	76%	48%	24%	55%
5 th Grade-Reading	88%	62%	36%	77%
5 th Grade-Math	98%	70%	36%	77%
5 th Grade-Science	80%	40%	18%	70%

In addition, the following scores show Snow Heights' performance on the 2021 STAAR Alternate 2 test:

Subject	Campus	Campus	District	District
	Satisfactory	Accomplished	Satisfactory	Accomplished
3 rd Grade-Reading	N/A	N/A	96%	24%
3 rd Grade-Math	N/A	N/A	100%	40%
4 th Grade-Reading	100%	100%	85%	26%
4 th Grade-Math	100%	100%	100%	44%
4 th Grade-Writing	100%	100%	91%	38%
5 th Grade-Reading	100%	0%	91%	37%
5 th Grade-Math	100%	0%	95%	43%
5 th Grade-Science	100%	67%	91%	54%

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Snow Heights Elementary School had a TELPAS progress rate of 31% and did not meet the target. In 2020-2021 Snow Heights Elementary School met the target with a TELPAS progress rate of 58%. In comparing the progress rate from 2019 and 2021, Snow Heights demonstrated a 27% point increase in students' English Language Proficiency Status.

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:

- 5th Grade Math-98% Approaches, 70% Meets, 36% Mastered; increase of scores from when students tested in 3rd Grade (2018-2019)
- 4th Grade Writing-76% Approaches, 48% Meets, 24% Mastered

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a decrease in Masters scores in every subject area for students in Grades 3-5.

Problem Statement 2: Students in Grades 3 and 4 are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test.

Problem Statement 3: Based on previous STAAR scores, Students are not performing as well in Science.

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 45% percent of our students are served by the Free and Reduced Lunch program. Twenty-one (5.71%) of our students are considered Limited English Proficient and receive services through our ESL program. Currently, 15.76% 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, 9.78% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

The academic RtI program serves students in grades K 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

The percentage of Reading Tier One students in 2nd, 3rd, and 5th Grade increased from BOY to EOY. First grade remained the same throughout the year.

The percentage of Math Tier One students in 2nd, 3rd, 4th, and 5th Grade increased from BOY to EOY.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Reading, Writing, and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making a year's growth.

Problem Statement 2: Kindergarten students are not making the necessary growth in Reading and Math. Tier One scores decreased from BOY to EOY.

Perceptions

Perceptions Summary

During the 2020-2021 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. 116 parents, 109 students in grades 3-5, and 42 staff members completed a survey during the Spring of 2021. 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. The District has increased security on campuses. Which of the following new security measures have you noticed on your campus?
2. When and where do you NOT feel safe at school?
3. Are you informed of the "Anonymous Alerts" initiative?
4. What safety issues are you most concerned about at your child's school?
5. Have you ever been bullied at school? If so, about how often has it occurred?
6. Have you ever been the subject of cyberbullying? If so, about how often?
7. If you have a concern about safety at your school, do you feel free to talk to a teacher, the principal, a counselor or other adult at your school about the issue? [If other, please identify the person]
8. Overall, do you consider your campus safe and orderly?

Perceptions Strengths

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

- Responses

1.
 1. When and where do you NOT feel safe at school?-Students, parents, and staff selected Drop Off/Pick up Area as a concern.
 2. What safety issues are you most concerned about at your child's school? Bullying was the biggest concern with 50% of students and 28% in regards to safety.
 3. Have you ever been the subject of cyberbullying? If so, about how often? 85% of students indicated that they have not been a victim of cyberbullying.
 4. If you have a concern about safety at your school, do you feel free to talk to a teacher, the principal, a counselor or other adult at your school about the issue? [If other, please identify the person] 88% of staff, 85% of parents, and 65% of students feel comfortable in speaking with a staff member at school about a safety issue.
 5. Overall, do you consider your campus safe and orderly? 98% of parents and staff and 86% of students feel that SHE is a safe and orderly campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 35% of students do not feel comfortable in speaking to a teacher, principal, counselor, or other adult when a safety issues arises.

Problem Statement 2: Even though the numbers went down from the previous school year, bullying is a significant safety concern with students and parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell Reading Levels

mClass (Kindergarten, Reading and Math),

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5, Mathematics)

IStation (Grades 3-5, Reading)

TEA Interims (Grades 3-5, Reading and Mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity and implement the District's five year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Continue focusing on literacy by planning accordingly in each content area through vertical (Reading, Writing, Math) alignment teams b) Maintain and continue implementation plan of Workshop model in Reading, Writing, and Math in support of all students c) Monitor implementation of the district literacy plan as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Utilize signposts, Book, Head, Heart (BHH), and the Continuum to Engage in a Campus Culture of Metacognition e) Continue using a Quick Reference Guide to Growing Readers that focuses on reading behaviors f) Provide necessary resources needed to support the district's literacy plan-Empowering Writers, Powers of Pattern, and Guided Reading materials (Fountas & Pinnell) g) Regularly utilize the campus' Leveled Library and Fountas & Pinnell IRA/Shared Reading resources for instruction in all subject areas h) Model literacy through a staff book club that meets monthly i) Participate in World Read Aloud Day to promote literacy with staff, students, and community members j) Host a Literacy Night to provide literacy education to parents/family members k) Continue publishing the student written newspaper, "The Polar Gazette" l) Utilize new learning obtained through Reading Academies (Science of Reading)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL members, Academic Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Understand and implement personalized learning for students</p> <p>Actions: a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for T-TESS b) Utilize technology to further personalize learning for students c) Allocate resources to support the professional learning plans designed by staff members d) Utilize district content coordinators and campus academic coach to support teachers in Tier 1 instruction as well as their individual learning plans e) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide rigorous learning opportunities for our GT/advanced students</p> <p>Actions: a) Promote higher level thinking by creating rigorous questions using signposts, BHH, and the Continuum in Reading b) Continue utilizing Math Menus b) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards c) Utilize GATE teachers, district content coordinators, academic coach, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards d) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GATE Teacher, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the reading academies and coaching model established by TEA and district based on the HB3 requirements</p> <p>Actions: a) Second Grade teachers, Third Grade teachers, AABLE teachers, new to 1st Grade teachers, and Principal attend Reading Academy training b) Reading Academy attendees meet regularly to discuss/debrief new learning and how it will be implemented into the classroom c) Create a PDSA to guide implementation d) Utilize Reading Academy Coach as a support to campus implementation e) Provide time for past Reading Academy attendees to meet with current attendees to offer support/guidance</p> <p>Staff Responsible for Monitoring: Principal, Reading Academy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to administer progress monitoring assessments with fidelity for reading and mathematics in grades K-5</p> <p>Actions: a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: BOY, MOY, and EOY c) Progress monitor students in Reading (BAS, IStation, mClass), Writing (Norma Jackson) and Math (Star) throughout the school year (occurs between BOY, MOY, and EOY) d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct six weeks assessments by grade level in Math f) Respond instructionally by utilizing data and support from Academic Coach</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

a) Meet all progress monitoring targets for grades PreKindergarten-3rd in Reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades PreKindergarten-3rd in Mathematics for all 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			
<p>Strategy 1: Align campus interventions to the district framework that builds strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for students, including those served through State Compensatory Education, Title I, Special Education, RtI, EL, and 504.</p> <p>Actions: a) Design a master schedule that includes protected time for RtI groups in Grades 3-5 b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students c) Provide full time Math and Reading interventionist to serve Tier 3 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 e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading, Math, and Writing) g) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, ARDs, parent/teacher conferences, etc h) Utilize Success Ed to monitor program responses to students who are identified as 504, Special Education, or RtI i) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutors - 199 - General Funds - ESSER - \$11,770, ESSER Tutors - ESSER - \$11,770, Intervention Personnel - 211 - Title I - \$37,409, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to assist teachers in developing, implementing, and progress monitoring student learning.</p> <p>Actions: a) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year b) Teachers create six week assessments in Math based on the rigor of the standards c) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings d) Ensure collaboration through PLCs between classroom/Special Education teachers and interventionists e) Share and attend district professional learning opportunities in regards to progress monitoring</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for English Learners</p> <p>Actions: a) Ensure all teachers are certified to teach English Learners b) Utilize the district's English Learners Teacher Toolkit as well as Elevation c) Share English Learner district training opportunities with teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students.</p> <p>Actions: a) Implement weekly SEL (Harmony) lessons to align with the whole child tenets b) Conduct six week assemblies (Wilson's World) to support classroom SEL instruction c) Provide ongoing training for all staff to build their capacity to implement MTSS d) Conduct regular Behavior and Academic RtI collaborative meetings e) Set and monitor student goals in regards to behavior and academics f) Provide supplemental resources to support SEL g) Plan and coordinate a CKH day for students, staff, and community members</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Utilize campus Continuous Improvement checklist each six weeks to ensure implementation of Continuous Improvement practices b) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms c) Grade levels implement personal data folders for each student in Reading, Writing, and Math d) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Enlist community and business partners to assist in providing support to students and families</p> <p>Actions: a) Design and implement a school wide plan to increase parent involvement b) Provide a Literacy 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 North Richland Hills Baptist Church or community members g) Deploy "backpack" program to provide students food and family activities/ideas for the weekend using donations from a class at North Richland Hills Baptist Church h) Utilize essential parent volunteers/PTA members to assist teachers inside and outside of the classroom i) Host a "Good News Club" for students on a weekly basis throughout the school year</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$567</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Develop, train, and implement a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fourteen At Risk indicators</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal (PEIMS Coordinator), and Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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			
<p>Strategy 1: 1) Deploy the district-approved curriculum that teaches social-emotional skills.</p> <p>Actions: a) Ensure delivery of lessons using Harmony curriculum that provide 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) Review QPR (Question, Persuade, Refer) training to all staff d) Implement and maintain a Girls on the Run program for students in Grades 3-5 e) Deliver classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies f) Implement and regularly refer to CI mission statements and CKH Social Contracts g) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) h) Create after school groups that build upon the social/emotional needs of students-GOTR, Kindness Crew, Lit. Club, Yearbook, Science Club, Polar Gazette etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Implement the behavioral RtI plan with fidelity.</p> <p>Actions: a) Monitor district expectations of Behavior RtI as stated in the RtI handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (the third week of each six weeks) c) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus d) Utilize campus wide discipline plan e) Provide specific training in the area of TBRI to teachers/staff in order to better understand the students as well as strategies that will aid in them being successful f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) document progress and set goals in Success Ed program</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Actions: a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring attendance through a PDSA cycle by individual classrooms each six weeks and share data with staff and students (if applicable) c) Continue monitoring student and staff attendance each six weeks; post on Attendance Wall d) Monitor weekly campus attendance by utilizing district attendance report e) Grade levels implement incentive measures to increase attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Deploy a school wide system of Continuous Improvement.</p> <p>Actions: a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences b) Provide CI expectations (and training if needed) in six week intervals c) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing) d) Implement student generated data folders to track progress related to individual goals e) Utilize the PDSA cycle with individual students in order to set and meet goals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL Members</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Harmony strategies in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Schedule a minimum of four unannounced safety drills during each semester of the school year e) Faculty Advisory committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) f) Conduct safety audits to identify security issues on campus g) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety h) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns i) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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			
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) Provide regular safety training to staff at faculty meetings c) Administer safety surveys provided for campus personnel d) Utilize purchased safety equipment for campus e) Perform campus safety walk-throughs with Head Custodian f) Monitor the implementation of safety procedures Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
Strategy 1: Develop and maintain a district-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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Snow Heights Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for Snow Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	0.5
Shonna Whitmore	Reading Interventionist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the month of May 2021 and then updated in August of 2021 using data from the 2019-2020 & 2020-2021 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Sally Frye-3rd Grade Teacher, LOL Member

Dawnya Morrison-Math Interventionist

April Hetherington-4th Grade Teacher, LOL Member

Maegan Holycross-5th Grade Teacher, LOL Member

Melissa Le-3rd Grade Teacher, LOL Member

Courtney Katkoski-Assistant Principal, LOL Member

Ginny Tanner-Kindergarten Teacher, LOL Member

Shonna Whitmore-Reading Interventionist, LOL Member

Laura Wilson-Counselor

Kathleen Kaiser-SHE parent, PTA President 2020-2021

Shawna Barnes-SHE parent, PTA Presiden 2021-2022

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 2021-2022 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 18% 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 state-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:

- Rigor and Relevance
- Capturing Kids Hearts
- Workshop Model
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- QPR Training
- TBRI Training
- Social Emotional Curriculum-Harmony

Increased learning time is provided through pullout 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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

Megan Moody Wooten, parent

Traci Shirley-parent

Misti Farmer, parent

Quinn Costanza, parent

Chelsea White, parent

Melissa Hill, parent

Shawna Barnes, parent

Victoria Luna, parent

Dana Fuelsday Sutton, parent

Helen Haak, parent

Lisa Hall, parent

Maegan Holycross, Teacher

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.

3.2: Offer flexible number of parent involvement meetings

Due to the on going Covid 19 pandemic, most campus family engagement activities will be held outdoors or have a virtual option in order to accommodate any health concerns for students, staff, and community members. The following family engagement activities are planned for 2021-2022:

August: Meet the Teacher/Curriculum Night, week of Aug.16, in person & virtual option

September: Title I Meeting, September 24, 2021, in person & virtual option

October: Literacy Information Night, October 28, 2021, in person & virtual option

November: Restaurant Night, date & restaurant TBD

January or March: Science Night, date TBD, on campus

March: Discover Birdville Event, March 5, 2022, 9:00AM at Birdville High School

April: Field Day, April 29, 2022, on campus

April Family Engagement Policy and Compact Revision (date tbd), virtual

May: Talent Show, May 19, 2022, on campus or virtual option

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors	ESSER	\$11,770.00
Sub-Total					\$11,770.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Personnel		\$37,409.00
1	2	6	Title I Family Engagement		\$567.00
Sub-Total					\$37,976.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$11,770.00
Sub-Total					\$11,770.00
Grand Total					\$61,516.00

Addendums

Student/Teacher/Parent Compact

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Snow Heights Elementary

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- 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* _____

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- Teach in a manner that motivates and encourages students.
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- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ *Date* _____

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- 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* _____

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Snow Heights Elementary Parent Involvement Policy

OVERVIEW

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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

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(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 <ul style="list-style-type: none"> • Invitation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments 	<ul style="list-style-type: none"> • Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: <ul style="list-style-type: none"> • SBDM meetings 	<ul style="list-style-type: none"> • Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about ... <ol style="list-style-type: none"> 1. Participation in Title 1 2. Program Description 	<ul style="list-style-type: none"> • Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	<ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. Develop 2. Distribute 3. Evaluate 4. Revise 	<ul style="list-style-type: none"> • Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

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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	<ul style="list-style-type: none"> • Parent training schedules • Session evaluations • Budget records
7	Ensure a smooth transition for students from 5 th grade into 6 th grade and from 8 th grade into 9 th grade		<p>Provide information about middle school to 5th grade parents (Middle School Information Night)</p> <p>Visit North Richland Middle School in Spring 2019 for tour and 6th grade information</p>	Parent invitations and School Messenger/social media reminders regarding the event

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6	Build capacities of parents		Assist parents in understanding <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Parent training schedules • Session evaluations • Budget records
7	Ensure a smooth transition for students from 5 th grade into 6 th grade and from 8 th grade into 9 th grade		<p>Provide information about middle school to 5th grade parents (Middle School Information Night)</p> <p>Visit North Richland Middle School in Spring 2019 for tour and 6th grade information</p>	Parent invitations and School Messenger/social media reminders regarding the event

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** _____

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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** _____

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Snow Heights Elementary Parent Involvement Policy

OVERVIEW

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(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 <ul style="list-style-type: none"> • Invitation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments 	<ul style="list-style-type: none"> • Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: <ul style="list-style-type: none"> • SBDM meetings 	<ul style="list-style-type: none"> • Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about ... <ol style="list-style-type: none"> 1. Participation in Title 1 2. Program Description 	<ul style="list-style-type: none"> • Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	<ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. Develop 2. Distribute 3. Evaluate 4. Revise 	<ul style="list-style-type: none"> • Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

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Student's Signature _____ *Date* _____

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

- Provide a safe and positive learning environment.
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- Other _____

Teacher's Signature _____ *Date* _____

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