

Birdville Independent School District
Snow Heights Elementary
2022-2023 Campus Improvement Plan



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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. Beginning this school year, the campus will serve PreK students. Although this improvement plan focuses on the 2022-2023 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2021-2022 school year. Student enrollment at Snow Heights Elementary during 2021-2022 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 2022-2023 school year is slightly higher due to the addition of a PreK unit. Our Hispanic student group is one of our largest ethnic groups and represents 25.82% of the population. Our largest student group is White at 58.70%. Our smallest groups are the following: African American-6.79%, Asian-2.99%, and 5.71% claim Two-or-More Races.

The 14.3% student mobility rate for Snow Heights Elementary decreased this past school year, and 42.66% of our students are Economically Disadvantaged. The other student groups for Snow Heights Elementary include 6.25% Emergent Bilingual (EB), 8.42% Gifted and Talented, and 16.58% Special Education. Additionally, 42.66% 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 94.8% 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. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. Our goal is to reach a rate of 97% or higher 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 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 (Prioritized): Despite good attendance throughout another 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 16.58% 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 continue to not make adequate growth.

Student Learning

Student Learning Summary

The following scores show Snow Heights' performance on the 2022 STAAR test:

Subject	Campus	Campus	Campus	District
	Approaches	Meets	Masters	Approaches
3 rd Grade-Reading	81%	60%	47%	80%
3 rd Grade-Math	73%	42%	15%	72%
4 th Grade-Reading	85%	69%	45%	79%
4 th Grade-Math	66%	37%	19%	71%
5 th Grade-Reading	93%	73%	47%	84%
5 th Grade-Math	89%	61%	33%	79%
5 th Grade-Science	84%	50%	21%	70%

In addition, the following scores show Snow Heights' performance on the 2022 STAAR Alternate 2 test:

Subject	Campus	Campus	District	District
	Satisfactory	Accomplished	Satisfactory	Accomplished
3 rd Grade-Reading	100%	50%	89%	24%
3 rd Grade-Math	100%	50%	95%	41%
4 th Grade-Reading	100%	0%	90%	23%
4 th Grade-Math	100%	0%	93%	34%
5 th Grade-Reading	100%	50%	82%	18%
5 th Grade-Math	100%	0%	97%	18%
5 th Grade-Science	100%	100%	94%	44%

Based on the results from STAAR in 2022, Snow Heights received an A rating along with two distinctions: ELA/Reading and Comparative Closing the Gaps.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Snow Heights had less than 25 EB students, and therefore it was not rated. In 2021-2022 Snow Heights again had less than 25 EB students and was not rated.

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 Reading-93% Approaches, 73% Meets, 47% Mastered as well as an increase of scores from students in 3rd and 4th Grade based on results from STAAR 2021.

- Science scores improved from the 2021 administration to the 2022 administration.
- Snow Heights continues to earn scores above the district average in almost all tested subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Most of our SpEd students are not meeting the Approaches level on any STAAR test they take.

Problem Statement 2 (Prioritized): 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 (Prioritized): Based on previous STAAR scores, Masters scores have decreased in Math for all grades

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 43% percent of our students are served by the Free and Reduced Lunch program. Twenty-three (6.25%) of our students are considered Emergent Bilingual and receive services through our ESL program. Currently, 16.58% 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, 8.42% 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

- 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.

Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

Problem Statement 3 (Prioritized): Ensure time is allotted to analyze data in all grade levels

Perceptions

Perceptions Summary

During the 2021-2022 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 2022. 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. All Exterior Doors are locked during the instructional day?
2. All Interior Doors are locked during the school day?
3. All staff members wear ID Badges?
4. Staff members monitor hallways during school hours?
5. Procedures used to make disciplinary decisions are well known to students?
6. Students receive training specifically on bullying prevention and cyberbullying?
7. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
8. Are you informed about Anonymous Alerts?
9. Are you trained and ready to implement Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
10. Respect for all persons is emphasized throughout the campus?
11. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
12. Overall do you consider your campus safe and orderly?

Perceptions Strengths

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

- All most all responses indicated that Snow Heights is a safe and orderly campus
- Respect for all persons is emphasized throughout the campus
- 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): Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

Problem Statement 2 (Prioritized): In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 4: 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 4:

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

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.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 7: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Problem Statement 3: Based on previous STAAR scores, Masters scores have decreased in Math for all grades

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Ensure time is allotted to analyze data in all grade levels

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 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.

b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

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)

TEA Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the District's 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, & Science) 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) m) Support writing instruction in all subject areas (grade appropriate grammar rules, complete sentences, spelling, etc.) n) Utilize district content coordinators and campus academic coach to support teachers in Tier 1 instruction o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL members, Academic Coach, Teachers</p> <p>Funding Sources: Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Understand and implement data informed responsive teaching</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) Understand and build a Responsive Culture (based on Jenn Kleiber's work) c) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance -Rdg. & Math, and Interims) to inform instruction d) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) e) Provide training on 2.0 Tier 1 priorities to all staff f) Continue to build capacity through the PLC process</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</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>	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) Optional attendee teachers, new to K-3 teachers, and Assistant 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students</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, 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 by grade level in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach g) Provide STAAR 2.0 to all teachers h) In Math, spiral review previously learned TEKS on a weekly basis</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers</p> <p>Problem Statements: Student Learning 2, 3 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$37,572</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>
<p>Problem Statement 3: Based on previous STAAR scores, Masters scores have decreased in Math for all grades</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 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.





a) In addition, meet all progress monitoring targets for grades PreKindergarten-3rd in Reading and 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: Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students</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>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$39,224, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$11,770</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth</p> <p>Actions: a) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year b) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware 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-Success Ed., Aware, etc. f) Provide training to classroom teachers on appropriate interventions and approved accommodations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals</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 d) Conduct LPAC meetings to address student needs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</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 (CKH & Character Strong) lessons to align with the whole child tenets b) Conduct bi-monthly guidance lessons 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 h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Intervention Personnel and Crisis Counselor - 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 nine 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 Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</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) Utilize essential parent volunteers/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</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, 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</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 Staff Responsible for Monitoring: Principal, Assistant Principal (PEIMS Coordinator), and 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>				

Performance Objective 2 Problem Statements:

Student Learning

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.

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.

Problem Statement 3: Ensure time is allotted to analyze data in all grade levels

Perceptions





Problem Statement 1: Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

Problem Statement 2: In regards to Social Emotional Learning, 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 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 curriculum for social-emotional learning (SEL)</p> <p>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 Pep Club for students in Grades K-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to CI 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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 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 (BOY, MOY, EOY, and two progress monitoring meetings) 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

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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			
<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 nine weeks and share data with staff and students (if applicable) c) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall d) Monitor weekly campus attendance by utilizing district attendance report e) Grade levels implement incentive measures to increase attendance f) Recognize Perfect Attendance (student and staff) at Celebration Assemblies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Despite good attendance throughout another pandemic year, our campus has yet to meet our attendance goal of 97%.</p>
Perceptions
<p>Problem Statement 2: In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.</p>

Goal 2: 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) 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) c) Implement student generated data folders to track progress related to individual goals d) 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 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) 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			
<p>Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian</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 3: The district will meet all compliance requirements for improvement planning.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and maintain a district-wide coordinated health program.</p> <p>Actions: a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Physical Education teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.</p> <p>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.</p> <p>b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).</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>				

State Compensatory

Budget for Snow Heights Elementary

Total SCE Funds: \$0.00

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

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the month of April and May 2022 and then presented in May of 2022 using data from the 2020-2021 and 2021-2022 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

2. Campus Improvement Plan

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-1st 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

Shawna Barnes-SHE parent, PTA President 2022-2023

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 2022-2023 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
- Accelerate Instruction
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- Responsive Classroom
- TBRI Training
- Social Emotional Curriculum-Character Strong

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.

3. Annual Evaluation

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. Parent and Family Engagement (PFE)

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

Lindsey Gill-parent

Shelley Huff, parent

Quinn Costanza, parent

Chelsea White, parent

Melissa Hill, parent

Shawna Barnes, parent

Nichole Walker, parent

Katy Kemp, parent

Helen Haack, parent

April Hetherington, parent/teacher

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.

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2022-2023:

August: Meet the Teacher/Curriculum Night, Aug.11, 2022

September: Title I Meeting, September 20, 2022

November: Polar Bash, November 5, 2022

December: Breakfast with Santa, December 10, 2022

February: World Read Aloud Day, February 1, 2022

February: Science Night, February 16 at Fort Worth Science Museum

March: Discover Birdville Event, March 4, 2023, 9:00AM at Richland High School

April: Polar Hop, April 5, 2023

April: Field Day, April 28, 2023

April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 18, 2023

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

5. Targeted Assistance Schools Only

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: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	1	5	Intervention Personnel		\$37,572.00
1	2	1	Intervention Personnel		\$0.00
1	2	2			\$0.00
1	2	4	Intervention Personnel and Crisis Counselor		\$0.00
1	3	1	Crisis Counselor		\$0.00
Sub-Total					\$37,572.00
Budgeted Fund Source Amount					\$37,572.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Personnel		\$39,224.00
1	2	6	Title I Family Engagement		\$567.00
Sub-Total					\$39,791.00
Budgeted Fund Source Amount					\$39,791.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$11,770.00
Sub-Total					\$11,770.00
Budgeted Fund Source Amount					\$11,770.00
+/- Difference					\$0.00
Grand Total Budgeted					\$89,133.00
Grand Total Spent					\$89,133.00
+/- 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 <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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			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

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- Other _____

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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
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			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
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- 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* _____

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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.
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Snow Heights Elementary Parent Involvement Policy

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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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	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

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- 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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