

**Birdville Independent School District**  
**Snow Heights Elementary**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

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

## Vision

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

## Value Statement

### **Our Core Beliefs are the following:**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2025-2026 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2024-2025 school year. Student enrollment at Snow Heights Elementary during 2024-2025 was lower compared to previous years. Enrollment data shows that campus enrollment was approximately 380 students for the majority of the school year.

Our Hispanic student group is one of our largest ethnic groups and represents 30% (114 students) of the population. Our largest student group is White at 49.47% (188 students). Our smallest groups are the following: African American-9.21% (35 students), Asian-3.16% (12 students), and 7.37% (28 students) claim Two-or-More Races. The percentages for most of these groups have stayed similar to previous years. The approximate 14.63% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 38.95% (148) of our students are Economically Disadvantaged, which is slightly lower than the previous school year. The other student groups for Snow Heights Elementary include 5% (19 students) Emergent Bilingual (EB), 9.47% (36 students) Gifted and Talented, and 25.26% (96 students) Special Education. Additionally, 52.89% (201) of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, where most students reside within the neighborhood, and approximately one-fourth of students are transported. Snow Heights strives for good attendance and had a 96.19% student rate last year, which has increased from the previous school year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

### Demographics Strengths

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

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school, and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.
2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018, 96.2% in 2018-2019, and 96.8% in 2020-2021. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. While attendance decreased from the 2022-2023 school year (95.07%) to the 2023-2024 school year (94.31%), our attendance during the 2024-2025 school year increased to 96.19%. Our goal is to reach a rate of 97% or higher for the 2025-2026 school year.
3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's Social Emotional Behavior (SEB) curriculum, as well as Capturing Kids' Hearts (CKH) strategies, keeps the students and staff committed to building strong relationships with one another. These strong relationships spill over into the homes of our families and into our community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates.

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

**Problem Statement 2 (Prioritized):** In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in Special Education, which is almost a 4% increase from the previous school year and above the district average.

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

**Problem Statement 3 (Prioritized):** While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

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

**Problem Statement 4 (Prioritized):** There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades.

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

# Student Learning

## Student Learning Summary

The following scores show Snow Heights' performance on the 2025 State of Texas Assessment of Academic Readiness (STAAR) test:

<b>Subject</b>	<b>Campus Approaches</b>	<b>Campus Meets</b>	<b>Campus Masters</b>	<b>District Approaches</b>
3 <sup>rd</sup> Grade-Reading	87.5%	62.5%	28.57%	79.11%
3 <sup>rd</sup> Grade-Math	74.55%	47.27%	18.18%	73.3%
4 <sup>th</sup> Grade-Reading	88.89%	64.81%	25.93%	84%
4 <sup>th</sup> Grade-Math	81.82%	49.09%	27.27%	69.69%
5 <sup>th</sup> Grade-Reading	86.76%	72.05%	30.88%	77.59%
5 <sup>th</sup> Grade-Math	83.82%	48.52%	20.58%	74.03%
5 <sup>th</sup> Grade-Science	85.29%	51.47%	14.7%	66.19%

In addition, the following scores show Snow Heights' performance on the 2025 STAAR Alternate 2 test:

<b>Subject</b>	<b>Campus Satisfactory</b>	<b>Campus Accomplished</b>	<b>District Satisfactory</b>	<b>District Accomplished</b>
4 <sup>th</sup> Grade-Reading	100%	100%	92.59%	11.11%
4 <sup>th</sup> Grade-Math	100%	100%	100%	14.18%

## Student Learning Strengths

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

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

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

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

**Problem Statement 2 (Prioritized):** There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5

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

**Problem Statement 3 (Prioritized):** Students are not achieving allowable points on Writing responses in Grades 3-5.

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

# School Processes & Programs

## School Processes & Programs Summary

At Snow Heights Elementary, students are served by a number of specialized programs related to their individual needs. Almost 39% (approximately 148) of our students are served by the Free and Reduced Lunch program. Nineteen (5%) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 25.26% (96) 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, 9.47% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

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

## School Processes & Programs Strengths

- Snow Heights has a strong vertical alignment among teachers and staff. They meet in vertical teams (Reading/Writing, Math, and Science) throughout the year to align curriculum and interventions. In addition, they meet to discuss campus expectations K-2 and 3-5 regularly.
- Trained tutors are utilized to assist in providing intervention to struggling students
- Teachers implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered

## Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

**Problem Statement 3 (Prioritized):** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes

across our feeder schools.

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

**Problem Statement 4 (Prioritized):** Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates.

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

# Perceptions

## Perceptions Summary

During the 2024-2025 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 2025. Data collected included perceptions of the overall safety environment of Snow Heights, as well as meeting the social/emotional needs of students.

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

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

## Perceptions Strengths

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

- Over 87% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 93.75% of parents reported that their student had a trusting relationship with at least one adult on campus
  - 93.55% of students reported that they had a trusting relationship with at least one adult on campus
  - 100% of parents consider Snow Heights safe and orderly
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)

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

**Problem Statement 2 (Prioritized):** Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social

skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents.

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

**Problem Statement 3 (Prioritized):** Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed.

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 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 2:** The campus is not providing sufficient differentiation opportunities for students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)

**Root Cause 3:** Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents.

**Root Cause 4:** In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

**Root Cause 5:** Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

**Root Cause 6:** Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in

Special Education, which is almost a 4% increase from the previous school year and above the district average.

**Root Cause 7:** The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

**Root Cause 8:** Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Root Cause 9:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed.

**Root Cause 10:** Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades.

**Root Cause 11:** With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Students are not achieving allowable points on Writing responses in Grades 3-5.

**Root Cause 12:** Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

**Problem Statement 12 Areas:** Student Learning

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

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

**Problem Statement 13 Areas:** Demographics - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

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

## Support Systems and Other Data

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

# Goals

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

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

a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.

b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

## **HB3 Goal**

**Evaluation Data Sources:** CLI Engage-CIRCLE (PreKindergarten Reading and Math)

Fountas & Pinnell Reading Levels

mClass (Kindergarten, Reading and Math)

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 1-5 Reading)


Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure consistent implementation of the district curriculum and state-approved resources at the campus level.</p> <p><b>Actions:</b> a) Continue focusing on alignment by planning accordingly in each content area through vertical (Reading/ Writing, Math, &amp; Science) teams  b) Maintain and continue small group instruction in Reading, Writing, and Math to support all students including targeted groups  c) Monitor implementation of the district curriculum, Including Bluebonnet Math, as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics  d) Utilize campus Instructional Facilitator to complete coaching cycles based on implementing best practices and developing masterful teachers  e) Provide necessary resources needed to support the district's curriculum plan-Lead4ward training/strategies, STAAR4ward, Phonics 95, etc.  f) Host a Curriculum Night that includes strategies to promote best home/school strategies with parents/family members  g) Support writing instruction in all subject areas (district strategy for Extended and Short Constructed Responses and CERs, grade appropriate grammar rules, complete sentences, spelling, etc.)  h) Support Math problem solving by using the Bluebonnet component of Read, Draw, Write  i) Implement Science word walls to focus on vocabulary  j) Utilize district content coordinators to support teachers in Tier 1 instruction  k) Utilize district common assessments to ensure alignment of pacing and instruction.  l) Utilize curriculum embedded strategies to support Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL members, Instructional Facilitator, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Parent Family Engagement - Curriculum Night - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Support coaching and training of district and state literacy requirements  b) Increase teacher proficiency to effectively deliver the required K-3 phonics program using 95 Phonics curriculum  c) Regularly utilize the campus' Leveled Library, including newly purchased decodable books, for instruction in all subject areas  d) Support the district's curriculum plan by providing time for students to use the following programs: Reading A to Z and ST Math  e) Utilize Title One tutors to support reading and math instruction in Grades K-3  f) Model literacy through a staff book club that meets monthly  g) Participate in World Read Aloud Day to promote literacy with staff, students, and community members  h) Continue publishing the student written newspaper, "The Polar Gazette"  i) New to K-3 teachers attend Reading Academy training  j) Utilize and implement new learning obtained through Reading Academies (Science of Teaching Reading)  k) Build capacity and knowledge base of proficiency scales in Social Studies  l) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis  m) Conduct Bluebonnet online assessments for 2nd-5th grade in Math  n) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division)  o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs) using electronic/online data folders  p) Embed research-based instructional strategies into literacy and mathematics instruction for Grades K-5 in Math and RLA.  q) Implement the Bluebonnet Learning curriculum in math classes with fidelity and utilize the Math Playbook to support high-quality instruction in grades K-5</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.534</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Understand and implement progress monitoring and data driven decision-making to enhance instruction and promote responsive teaching</p> <p><b>Actions:</b> a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation &amp; Support System (T-TESS)  b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. &amp; Math,) to inform instruction  c) Collect, analyze and use data for progress monitoring  d) Continue to build capacity through the Professional Learning Committee (PLC) process  e) Utilize Aware to create online assessments  f) Respond instructionally by utilizing data and support from Academic Coach  g) Utilize district content coordinators to support teachers in Tier 1 instruction  h) Follow district and campus assessment calendars  i) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)  j) Progress monitor students in Reading (BAS K-2 and as needed in 3-5, Star Renaissance, mClass), Writing (Extended Response Rubric in Grades 3-5) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY)  k) Share campus/teacher/student progress through the district's Quarterly Review Protocol process</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.534, 2.535</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide rigorous learning opportunities for our GT/advanced students</p> <p><b>Actions:</b> a) Promote higher level thinking by creating and utilizing rigorous questions  b) Continue implementing Math Menus for enrichment/differentiation purposes  c) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards  d) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, Instructional Facilitator, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards  e) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GATE Teacher, Academic Coach</p> <p><b>Title I:</b>  2.51, 2.52</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to utilize continuous improvement by pinpointing key performance measures and rigorously monitoring student progress.</p> <p><b>Actions:</b> a) Follow district and campus assessment calendars  b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)  c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson in K-2) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records (Bluebonnet)  d) Respond instructionally by utilizing data and support from Instructional Facilitator  e) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis using Bluebonnet curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, and Teachers</p> <p><b>Title I:</b>  2.51, 2.52, 2.53</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 2, 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in Special Education, which is almost a 4% increase from the previous school year and above the district average. <b>Root Cause:</b> The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.</p>
<p><b>Problem Statement 3:</b> While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area. <b>Root Cause:</b> Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.</p>
<p><b>Problem Statement 4:</b> There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. <b>Root Cause:</b> With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.</p>
Student Learning
<p><b>Problem Statement 1:</b> Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. <b>Root Cause:</b> Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.</p>
<p><b>Problem Statement 2:</b> There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 <b>Root Cause:</b> Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.</p>

### Student Learning

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

### School Processes & Programs

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

**Problem Statement 3:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

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





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build strong, equitable, and responsive learning environments to ensure program quality, coherency, and efficiency</p> <p><b>Actions:</b> a) Design a master schedule that includes protected time for Tier 1 instruction  b) Utilize collective data in Multi-Tiered Systems of Support (MTSS) collaborative conferences to make instructional decisions based on the needs of individual students  c) Provide part time Reading and Math tutors for Grades K-3 to serve Tier 2 students in order to decrease learning gaps and increase student performance  d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs  e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements  f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas  g) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science)  h) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, Admission, Review, &amp; Dismissal (ARDs), parent/teacher conferences, etc.  i) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or MTSS  j) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas  k) Ensure all teachers are certified to teach English Language Learners-Emergent Bilinguals  l) Utilize the district's English Learners Teacher Toolkit as well as Elevation  m) Share English Learner district training opportunities with teachers  n) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs  Accelerated Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Facilitator</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.534</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Title I Tutors - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional learning that assists teachers on using data to support student growth, understand the state accountability system, and apply insights to close achievement gaps and meet campus performance goals.</p> <p><b>Actions:</b> a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis  b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year  c) Teachers conduct District Common Assessments based on the rigor of the standards in all subjects/grade levels applicable  d) Conduct MTSS collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings  e) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists  f) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc.  g) Provide training to classroom teachers on appropriate interventions and approved accommodations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Facilitator, Digital Learning Specialist</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.534</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue implementation of the district's PDSA process to improve instruction, analyze data, and accelerate student growth.</p> <p><b>Actions:</b> a) Grade levels display, post, and update BOY, MOY, and EOY Reading, Math, and Science data in hallways and in classrooms  b) Grade levels implement personal digital data folders for each student in Reading, Science, and/or Math  c) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs  d) Utilize grade level PLCs to analyze and discuss data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator</p> <p><b>Title I:</b>  2.51, 2.52, 2.53</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Forge and leverage strategic partnerships with community organizations and businesses to provide comprehensive support and resources that enhance the academic and social well-being of students and their families.</p> <p><b>Actions:</b> a) Design and implement a school wide plan to increase parent involvement  b) Provide a Curriculum Information Night to inform parents on best practices  c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science  d) Conduct a Super Science Saturday for 5th grade students to review and reenforce Science concepts  e) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations  f) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter  g) Implement Mentor Program to serve students using volunteers from Cross Church or other community members  h) Utilize essential parent volunteers/Parent Teacher Association (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><b>Title I:</b> 2.531, 2.534</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal (PEIMS Coordinator), and Counselor</p> <p><b>Title I:</b> 2.532, 2.533, 2.534</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 2, 3, 4 - Perceptions 3</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:**

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

## Demographics

**Problem Statement 2:** In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in Special Education, which is almost a 4% increase from the previous school year and above the district average. **Root Cause:** The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

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

## Student Learning

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

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

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

## School Processes & Programs

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

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

**Problem Statement 3:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Problem Statement 4:** Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

## Perceptions

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

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





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

**Performance Objective 3:** Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Implement the behavioral MTSS plan with fidelity.</p> <p><b>Actions:</b> a) Monitor district expectations of Behavior interventions as stated in the MTSS handbook            b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings)            c) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts (CKH) &amp; Character Strong lessons to align with the whole child tenets            d) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus            e) Utilize campus wide discipline plan            f) Utilize the district Behavior Facilitator or General Education Behavior Rtl Facilitator when needed            g) Conduct bi-monthly guidance lessons to support classroom SEB instruction            h) Provide ongoing training and support for all staff to build their capacity to implement MTSS            i) Set and monitor student goals in regards to behavior using Success Ed and/or Focus            j) Provide supplemental resources to support SEB-interest inventories, ABC chart, behavior charts, etc.            k) Communicate CKH strategies to parents/guardians through grade level and campus newsletters            l) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.531, 2.533, 2.534</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1) Implement the district curriculum for social and character development (SCD)</p> <p><b>Actions:</b> a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values  b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc.  c) Implement and maintain a Kindness Club for students in Grades 2-5  d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies  e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts  f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.)  g) Create after school groups that build upon the social/emotional needs of students-Kindness Club, Yearbook, Dance Club, SHE Singers (Choir) Polar Gazette, Percussion Club, 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.51, 2.531, 2.534, 2.535</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students are slow to respond to intervention as many are not moving off tiers in a timely manner. <b>Root Cause:</b> Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.</p>
<p><b>Problem Statement 4:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. <b>Root Cause:</b> In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.</p>


## Perceptions

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

**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase annual average daily attendance (ADA) by improving student enrollment, retention, and recruitment efforts, while maximizing the number of instructional days students are present throughout the school year.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.</p> <p><b>Actions:</b> a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs                      b) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall                      c) Implement grade level and/or classroom incentive measures to increase attendance                      d) Recognize Perfect Attendance (student and staff) at Celebration Assemblies                      e) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance                      f) Utilize district Tribunal for students with poor attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.53</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.</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><b>Strategy 1:</b> 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus            b) Utilize campus wide discipline plan            c) Offer focused guidance lessons to students in need            d) Teach and implement Standard Response Protocols with all staff members and students            e) Schedule a minimum of four unannounced safety drills during each semester of the school year            f) Faculty Advisory (Safety) committee monitors and makes recommendations for improvement after safety drills (BISD's after action report)            g) Conduct safety audits to identify security issues on campus            h) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety            i) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns            j) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.)            k) Continue to utilize Threat Assessment system for students to report safety concerns</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.531, 2.533</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 1, 2, 3</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 1 Problem Statements:**

### Demographics

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

### Perceptions

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

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





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

**Goal 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><b>Strategy 1:</b> 1) Implement the district-wide program that promotes an accident-free work environment</p> <p><b>Actions:</b> a) Ensure that all staff members complete the required Safe Schools training            b) Inform students, staff, and visitors of any allergy related issues on campus            c) Provide regular safety training to staff at faculty meetings            d) Administer safety surveys provided for campus personnel            e) Utilize purchased safety equipment for campus            f) Perform campus safety walk-throughs with Head Custodian            g) Monitor the implementation of safety procedures            h) Review and report claim information to staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Head Custodian</p> <p><b>Title I:</b> 2.531, 2.533</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) <b>Root Cause:</b> Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.</p>
<p><b>Problem Statement 2:</b> Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. <b>Root Cause:</b> In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.</p>





## Perceptions

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

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and maintain a campus wide coordinated health program.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Physical Education teacher</p> <p><b>Title I:</b> 2.51, 2.53, 2.531</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.</p> <p><b>Actions:</b> a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).</p> <p><b>Title I:</b> 2.51, 2.531, 2.532, 2.535</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 4 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

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

### School Processes & Programs

**Problem Statement 3:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Problem Statement 4:** Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

### Perceptions

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





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

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

**Performance Objective 4:** The district will provide a safe and support learning environment by maintaining a robust counseling and mental health support system.

- Evaluation Data Sources:** Campus climate surveys  
 Campus behavior reports for discipline, detention, and suspensions  
 Meeting notes and agendas from mental health committees  
 Staff training agendas and logs  
 Campus crisis referral reports  
 Counseling lesson documentation  
 Pre and post survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will strengthen early identification and and support systems for student mental health.</p> <p><b>Actions:</b> a) Continue implementation of a multi-tiered system of support (MTSS) to identify students at risk for mental health challenges, suicide, substance use, or trauma-related risks            b) Provide annual training for staff on recognizing early warning signs of mental illness, suicide ideation, and substance use            c) Provide monthly training for staff as a spiral review of previous mental health required trainings as well as best practices</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Counselor; Crisis Intervention Counselor</p> <p><b>Title I:</b> 2.531, 2.532, 2.533</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.</p> <p><b>Actions:</b> a) Deliver classroom guidance, in Social Emotional Behavior (SEB), bullying prevention, and career/college readiness across grade levels            b) Continue counselor visibility and outreach through small groups, parent engagement, and faculty collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Counselor; Crisis Intervention Counselor</p> <p><b>Title I:</b> 2.531, 2.532, 2.533</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize crisis response and prevention practices by ensuring campus-wide preparedness for responding to student crises, including suicide risk, grief, and emergency mental health needs.</p> <p><b>Actions:</b> a) Maintain trained crisis response teams  b) Implement standardized risk assessment and documentation procedures (e.g. Sentinel).  c) Develop re-entry support and safety planning protocols for students returning from hospitalization.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor; Elementary Crisis Intervention Counselor; Assistant Principal</p> <p><b>Title I:</b>  2.531, 2.532, 2.533</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. <b>Root Cause:</b> In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.</p> <p><b>Problem Statement 3:</b> Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. <b>Root Cause:</b> Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.</p>

# State Compensatory

## Budget for Snow Heights Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.99

Brief Description of SCE Services and/or Programs

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## Personnel for Snow Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie McCaghren	Teacher	0.33
Kelly Davis	Educational Assistant	0.33
Sheri Norton	Instructional Facilitator	1
Shonna Whitmore	Reading Intervention	0.33

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

The Comprehensive Needs Assessment was conducted during the months of March and April 2025. It was then presented in May using data from the 2023-2024 and any current data from the 2024-2025 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

### 1.2: Location for Evidence of Multiple Meetings Held

Documentation is housed locally in Canvas.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

March through October

### 2.2: Stakeholders 1114(b)(2)

The Campus Improvement Plan was developed with the following stakeholders:

Casey Orr-Resource Teacher, SBDM Member

Dawnya Morrison-4th Grade Teacher, SBDM Member

Jessica Hancock-3rd Grade English Language Arts Teacher, SBDM Member

Jillian Dreixler-Assistant Principal, LOL & SBDM Member

Tonya Bishop-1st Grade Teacher, SBDM Member

Susan Nall-Principal

Sheri Norton-Instructional Facilitator, SBDM & LOL member

Chelsea White-SHE PTA President and parent

Melissa Vittas-SHE parent, PTA Member

Don Beach-Business Representative & Volunteer

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

The Snow Heights 2025-2026 campus plan will be available to parents and community members on the campus' website: [www.birdvilleschools.net/she](http://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: Description of Plan Coordination (if Applicable) 1114(b)(5)**

Described in plan

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

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