Birdville Independent School District

Snow Heights Elementary

2026-2027 Initial Plan

Mission Statement

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

Vision

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

Value Statement

Our Core Beliefs are the following:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2026-2027 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2025-2026 school year. Student enrollment at Snow Heights Elementary during 2025-2026 was lower compared to previous years. Enrollment data shows that campus enrollment was approximately 378 students for the majority of the school year.

Our Hispanic student group is one of our largest ethnic groups and represents 26.46% (100 students) of the population. Our largest student group is White at 50% (189 students). Our smallest groups are the following: African American-9.26% (35 students), Asian-3.44% (13 students), and 10.32% (39 students) claim Two-or-More Races. The percentages for most of these groups have stayed similar to previous years. The approximate 17.02% student mobility rate for Snow Heights Elementary remains fairly consistent from year to year, while 42.06% (159) of our students are Economically Disadvantaged, which is slightly higher than the previous school year. The other student groups for Snow Heights Elementary include 5.56% (21 students) Emergent Bilingual (EB), 10.85% (41 students) Gifted and Talented, and 27.78% (105 students) Special Education. Additionally, 55.56%% (210) 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 96.10% student attendance rate last year, which has been sustained 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, to 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 2025-2026 school year increased to 96.10%. Our goal is to reach a rate of 97% or higher for the 2026-2027 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: While attendance is supported and prioritized by the campus, there is a disconnect between parents understanding the importance and impact of their child(ren) attending school on a consistent basis.

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 27.78% in Special Education, which is almost a 3% 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 Reading and Math, there is still an achievement gap in these subject area with our higher achieving/gifted & talented students..
Root Cause: Despite most students meeting the growth goals in Math & Reading, 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 2026 State of Texas Assessment of Academic Readiness (STAAR) test:

Subject	Campus Approaches	Campus Meets	Campus Masters	District Approaches
3rd Grade-Reading	87%	62.%	33%	79%
3rd Grade-Math	76%	54%	24%	71%
4th Grade-Reading	80%	64%	34%	81%
4th Grade-Math	73%	68%	38%	69%
5th Grade-Reading	92%	71%	40%	83%
5th Grade-Math	86%	48%	21%	78%
5th Grade-Science	85%	59%	34%	68%

In addition, the following scores show Snow Heights' performance on the 2026 STAAR Alternate 2 test:

Subject	Campus Satisfactory	Campus Accomplished	District Satisfactory	District Accomplished
3rd Grade -Reading	100%	100%	100%	36%
3rd Grade - Math	100%	100%	100%	36%
4th Grade - Reading	100%	100%	94%	25%
4th Grade - Math	100%	100%	98%	29%
5th Grade - Reading	100%	100%	94%	35%
5th Grade - Math	100%	100%	94%	35%
5th Grade - Science	100%	100%	94%	41%

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 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 42% (approximately 159) of our students are served by the Free and Reduced Lunch program. Twenty-One (5.56%) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 27.78% (105) 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, 10.85% 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: While attendance is supported and prioritized by the campus, there is a disconnect between parents understanding the importance and impact of their child(ren) attending school on a consistent basis.

Perceptions

Perceptions Summary

During the 2025-2026 school year, Snow Heights Elementary collected data from students and parents regarding school safety, processes, and events. Staff, parents, and students in Grades 3-5 completed these surveys during the Spring of 2026. 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. Does your student have a trusting adult?
2. Does your student have a trusting peer?
3. Does your student participate in extracurriculars?
4. Must visitors present a photo ID to obtain a visitor's badge?
5. Have you noticed any open or unlocked exterior doors during the instructional day?
6. Does your student have a trusting relationship with at least one adult on campus?
7. Have you noticed any staff member without an ID badge?
8. Staff members monitor hallways during school hours?
9. Procedures used to make disciplinary decisions are well known to students?
10. Students receive training specifically on bullying prevention and cyberbullying?
11. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
12. Are you informed about Anonymous Alerts?
13. Have you discussed Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
14. Respect for all persons is emphasized throughout the campus?
15. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
16. Overall do you consider your campus safe and orderly?

Perceptions Strengths

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

- Approximately 97% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 100% of parents reported that their student had a trusting relationship with at least one adult on campus
- 86.2% 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 that 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 awareness of Standard Response Protocols throughout the school year has led to a lack of understanding 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 so they can be more informed and supportive of their students' education.
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.

Problem Statement 4 (Prioritized): Students and Parents would like to see more opportunities in all grade levels for extracurricular activities.
Root Cause: Research shows that students with a high connection to school do better academically and behaviorally.

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 awareness of Standard Response Protocols throughout the school year has led to a lack of understanding 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 Reading and Math, there is still an achievement gap in these subject area with our higher achieving/gifted & talented students..

Root Cause 5: Despite most students meeting the growth goals in Math & Reading, 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 27.78% in

Special Education, which is almost a 3% 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 so they can be more informed and supportive of their students' education.

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: While attendance is supported and prioritized by the campus, there is a disconnect between parents understanding the importance and impact of their child(ren) attending school on a consistent basis.

Problem Statement 13 Areas: Demographics - School Processes & Programs

Problem Statement 14: Students and Parents would like to see more opportunities in all grade levels for extracurricular activities.

Root Cause 14: Research shows that students with a high connection to school do better academically and behaviorally.

Problem Statement 14 Areas: Perceptions

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
- 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

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 the school year.
a) Improve performance in Domain 2A: Student Growth by ensuring every student demonstrates at least one year's academic growth in reading and mathematics. Increased student growth will also contribute to higher levels of academic achievement, resulting in more students performing at the Meets and Masters Grade Level standards on the spring 2027 STAAR and EOC assessments and positively impacting Domain 1: Student Achievement, Domain 2B: Relative Performance, and Domain 3: Closing the Gaps
b) Elementary Schools will meet the performance measures/targets in Prekindergarten - 3rd for each demographic group as measured by district-approved screeners (BOY, MOY, and EOY) to achieve the HB3 Board Goals.

High Priority

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

Strategy 1: Enforce consistent implementation of the district curriculum, High Quality Instructional Materials (HQIM), and state-approved instructional materials by aligning instructional practices to the district's LIFT grant priorities, PLC+ continuous improvement process, and evidence based instructional framework to improve student achievement.

Actions: a) Continue focusing on alignment by planning accordingly in each content area through vertical (Reading/Writing, Math, & 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 and Reading, 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, 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.

Staff Responsible for Monitoring: Principal, Assistant
Principal, LOL
members, Instructional Facilitator, Teachers

Title I:
2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Strengthen reading and mathematics instruction by focusing on lesson internalization, lesson rehearsal, the use of best practices, implementation of the district's LIFT grant, and continuous improvement.

Actions: a) Support coaching and training of district and state literacy requirements
b) Increase teacher proficiency to deliver the required K-3 phonics program effectively
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 IXL
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 Press"
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 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 and reading classes with fidelity and utilize the Math Playbook to support high-quality instruction in grades K-5

Title I:
2.51, 2.52, 2.53

Strategy 3 Details

Strategy 3: Understand and implement progress monitoring and data driven decision-making to enhance instruction and promote responsive teaching to improve student achievement and growth.

Actions: a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation & Support System (T-TESS 2.0)
b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading & 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-5 as needed, 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

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers

Title I:
2.51, 2.52, 2.53

Strategy 4 Details

Strategy 4: Provide rigorous learning opportunities for our GT/advanced students

Actions: a) Promote higher level thinking by creating and utilizing rigorous questions
b) Continue implementing Math Menus 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 a yearly six-hour Gifted and Talented update

Staff Responsible for Monitoring: Principal, Assistant Principal, GATE Teacher, Academic Coach

Title I:
2.51, 2.52

Strategy 5 Details

Strategy 5: Continue to utilize continuous improvement by pinpointing key performance measures and rigorously monitoring student progress.

Actions: a) Follow district and campus assessment calendars
b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)
c) Progress monitor students in Reading (Star Renaissance, mClass), Writing, 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

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, and Teachers

Title I:
2.51, 2.52, 2.53

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 among underperforming student groups, as identified through state and district assessments.
a) Monitor and verify that all identified student groups are meeting performance measure targets in reading and mathematics, as measured by district-approved assessment tools.
b) Ensure campuses with underperforming student groups develop a local targeted improvement plan and participate in quarterly, data-driven progress monitoring meetings to ameliorate learning gaps.

HB3 Goal

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

Strategy 1 Details
Strategy 1: Build strong, equitable, and responsive learning environments to ensure program quality, coherency, and efficiency **Actions:** a) Design a master schedule that includes protected time for Tier 1 instruction b) Utilize collective data in 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, & 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 **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Facilitator **Title I:** 2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: 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.

Actions: a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis
b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year
c) Teachers 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

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Facilitator, Digital Learning Specialist

Title I:
2.51, 2.52, 2.53

Strategy 3 Details

Strategy 3: Continue implementation of the district's PDSA process to improve instruction, analyze data, and accelerate student growth.

Actions: 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

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Title I:
2.51, 2.52, 2.53

Strategy 4 Details

Strategy 4: 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.

Actions: a) Design and implement a school wide plan to increase parent involvement
b) Provide a Curriculum Information Night to inform parents on best practices
c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science
d) 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

Strategy 5 Details
Strategy 5: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fifteen At Risk indicators **Actions:** a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate **Staff Responsible for Monitoring:** Principal, Assistant Principal (PEIMS Coordinator), and Counselor

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: Increase the effectiveness of behavioral supports to reduce disciplinary placements of students.

Evaluation Data Sources: Behavioral MTSS data records
Social-Emotional Learning survey TBD

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

Strategy 2 Details
Strategy 2: 1) Implement the district curriculum for social and character development (SCD) **Actions:** a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Kindness Club for students in Grades 2-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness 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 **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I:** 2.51

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
Strategy 1: 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. **Actions:** a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall c) Implement grade level and/or classroom incentive measures to increase attendance d) Recognize Perfect Attendance (student and staff) at Celebration Assemblies e) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance f) Utilize district Tribunal and Campus Attendance Officer for students with poor attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.53

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

Performance Objective 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.

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

Strategy 1 Details
Strategy 1: 1) Promote safe and supportive learning environments through proactive prevention, coordinated response, stakeholder engagement, and continuous evaluation of school safety practices. **Actions:** a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Teach and implement Standard Response Protocols with all staff members and students e) Schedule a minimum of four unannounced safety drills during each semester of the school year f) Faculty Advisory (Safety) committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) g) Conduct safety audits to identify security issues on campus h) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety i) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns j) Offer after school clubs based on student suggestions/interests (Running Club, Choir, etc.) k) Continue to promote the Anonymous Alert system for students & families to report safety issues l) Utilize District Threat Assessment system to identify any student with safety concerns/issues **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

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

Performance Objective 2: Improve workplace safety through proactive prevention and risk management practices that result in annual reductions in workplace accidents, workers' compensation claim costs, and workdays lost due to job-related injuries.

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

Strategy 1 Details
Strategy 1: 1) Implement a comprehensive system of workplace safety and risk management that emphasizes prevention, training, and hazard identification to protect employees and reduce workplace injuries. **Actions:** a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures h) Review and report claim information to staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Head Custodian

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
Strategy 1: Develop and sustain a comprehensive districtwide coordinated school health program that promotes student health, wellness, and compliance with state requirements. **Actions:** a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Physical Education teacher **Title I:** 2.51, 2.53

Strategy 2 Details
Strategy 2: Implement and continuously improve family and parent engagement practices in accordance with the Every Student Succeeds Act (ESSA) to strengthen partnerships between schools, families, and the community. **Actions:** a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy). c) Provide professional learning using the program "All Pro Dads" to strengthen home/school connections **Title I:** 2.51

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

Performance Objective 4: Provide a safe and supportive learning environment by maintaining a comprehensive 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
Strategy 1: The campus will strengthen the mental health systems through prevention, early identification, timely intervention, and coordinated support services for students. **Actions:** 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 d) Develop and conduct coordinated referral, intervention, and follow-up processes that connect students and families with school-based counseling services, behavioral health supports, and community mental health resources. **Staff Responsible for Monitoring:** Principal; Assistant Principal; Counselor; Crisis Intervention Counselor

Strategy 2 Details
Strategy 2: Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program. **Actions:** 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 **Staff Responsible for Monitoring:** Counselor; Crisis Intervention Counselor

Strategy 3 Details
Strategy 3: 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. **Actions:** 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. **Staff Responsible for Monitoring:** Counselor; Elementary Crisis Intervention Counselor; Assistant Principal

Strategy 4 Details
Strategy 4: Promote emotional safety and a strong sense of belonging through trauma-informed and restorative practices. **Actions:** a) Implement Positive Behavioral Interventions and Supports (PBIS) through Character Strong and Capturing Kids' Hearts lessons as well as classroom management training. b) Implement beginning, middle, and end-of-year surveys to collect feedback. c) Address disparities in behavior/discipline data through targeted interventions.

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

Performance Objective 5: Strengthen safe and supportive learning environments by reducing bullying and other unsafe behaviors while increasing students' sense of safety, belonging, and connectedness through the consistent implementation of prevention and response practices.

Evaluation Data Sources: School Climate Survey Results
Bullying and Cyberbullying Incident Reports
Discipline and Behavior Incident Data
Anonymous Alerts and Threat Assessment Data
Title IX Complaint Data
Campus Safety Audit Results

Strategy 1 Details
Strategy 1: Strengthen prevention and awareness efforts by promoting positive school climate, healthy relationships, responsible decision-making, and a culture of respect and belonging. **Actions:** a) Provide age-appropriate, research-based instruction that equips students to recognize, prevent, report, and respond to bullying and cyberbullying; build healthy relationships. b) Implement evidence-based social-emotional learning and character education that foster respect, empathy, responsible decision-making, positive peer relationships, and a strong sense of belonging. c) Conduct campus and district awareness initiatives that promote bullying prevention, digital citizenship, healthy relationships,and reporting procedures.

Strategy 2 Details
Strategy 2: Ensure consistent reporting, investigation, mediation, intervention, and family communication for bullying and student safety concerns. **Actions:** a) Ensure reports are investigated promptly, documented consistently, reported to parents within required timelines, and protect students, employees, and witnesses from retaliation in accordance with the Texas Education Code, Board policy, and district procedures. b) Promote consistent investigations, documentation, interventions, and consideration of protections for students receiving services under IDEA or Section 504 through the use of a district investigation rubric/checklist. c) Provide an array of services (such as counseling, restorative practices, mediation, behavioral interventions, and referrals) for students who experience, witness, or engage in bullying or other unsafe behaviors. d) Coordinate support among campus administrators, counselors, behavior specialists, school nurses, school resource officers, law enforcement partners, and other appropriate personnel to address student safety concerns. e) Monitor student well-being through follow-up with students and families to evaluate the effectiveness of interventions and reduce repeated incidents.