

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

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Comprehensive Needs Assessment

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

The approximate 13% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 47.72% (188), of our students are Economically Disadvantaged which is consistent with previous school years. The other student groups for Snow Heights Elementary include 4.06% (16 students) Emergent Bilingual (EB), 6.35% (25 students) Gifted and Talented, and 21.83% (86 students) Special Education. Additionally, 46.45% (183) of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, where most students reside within the

families.

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

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

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

Student Learning

Student Learning Summary

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

overall effectiveness of instructional strategies and interventions.

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

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

Perceptions

Perceptions Summary

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on previous STAAR scores, Meets and Masters scores have decreased in Read

Root Cause 7:

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

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

Problem Statement 14 Areas: Demographics

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

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

Goals

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

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

- a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
- b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

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

Strategy 3 Details

Strategy 3: Understand and implement progress monitoring and data driven decision-making to inform instruction and responsive teaching

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

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

Problem Statements: School Processes & Programs 3

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
c) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards
d) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, Instructional Facilitator, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards
e) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update

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

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Strategy 5 Details

Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students.

Actions: a) Follow district and campus assessment calendars

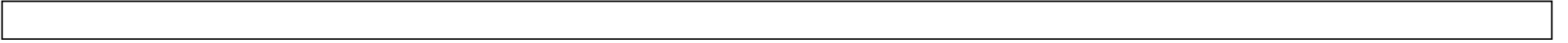
b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)

c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records

d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year

e) Create and conduct online nine weeks assessments for 2nd-5th grade in Math using Aware

f) Respond instructionally by utilizing data and support from Academic Coach and Multi-Tiered Systems of Support (MTSS) staff



Strategy 2 Details

Strategy 2: Provide professional learning that assists teachers in developing, administering, and using student performance data to evaluate student growth

- Actions:**
- a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis
 - b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year
 - c) Teachers create nine week assessments in K-2 Math based on the rigor of the standards
 - d) Using Aware, teachers create online assessment in 3-5 Math based on the rigor of the standards
 - e) Conduct MTSS collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings
 - f) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists
 - g) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc.
 - h) Provide training to classroom teachers on appropriate interventions and approved accommodations

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

Problem Statements: School Processes & Programs 1, 3, 4

Strategy 3 Details

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

Actions:

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.

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

Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details

<p>Strategy 1: 1) Implement the district curriculum for social and character development (SCD)</p>

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

<p>Problem Statements: Perceptions 2</p>

<p>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.</p>

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

Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

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

Problem Statements: School Processes & Programs 4 - Perceptions 2, 3

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

Problem Statement 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

Utilize efficient and effective operations to support and improve the learning organization.

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

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

Strategy 1 Details

Strategy 1: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance.

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

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 1 - School Processes & Programs 5

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

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

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 maintain a campus wide coordinated health program.

Actions: a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data

Staff Responsible for Monitoring: Principal, Assistant Principal, Physical Education teacher

Problem Statements: Demographics 1 - School Processes & Programs 5 - Perceptions 3

Strategy 2 Details

Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.

Actions: a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools.

b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).

Problem Statements: Perceptions 3

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

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

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

State Compensatory

Budget for Snow Heights Elementary

\$65,899.00

1.99

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

Personnel for Snow Heights Elementary

<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

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Kelly Lebsock-Physical Education Teacher, SBDM Member

Mycah Baxter-4th Grade Teacher, SBDM Member

Michelle Howard-3rd Grade Math Teacher, SBDM Member

Jillian Dreixler-Assistant Principal, LOL & SBDM Member

Tonya Bishop-1st Grade Teacher, SBDM Member

Susan Nall-Principal

Kerri Sands-District MTSS Facilitator

Chelsea White-SHE parent

Melissa Vittas-SHE parent, PTA Member

Don Beach-Business Representative & Volunteer

2.2: Regular monitoring and revision

programs and practices.

The CNA addresses:

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

Kathleen Kaiser, parent

Casey Orr, parent

Dana Sutton-parent

Robin Doyle, parent

Kim Drees, parent

Bonnie Jordan, parent

Lindsey Gill, parent

Helen Haack, parent

Katy Kemp, parent

Ginny Tanner, parent/teacher

Laura Wilson, parent/Counselor

Susan Nall, Principal

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$65,899.00
Sub-Total					\$65,899.00
Budgeted Fund Source Amount					\$65,899.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent Family Engagement - Curriculum Night		\$4,000.00
1	1	2	Professional Development		\$5,739.00
1	2	1	Title I Tutors		\$30,000.00
Sub-Total					\$39,739.00
Budgeted Fund Source Amount					\$39,739.00
+/- Difference					\$0.00
Grand Total Budgeted					\$105,638.00
Grand Total Spent					\$105,638.00
+/- Difference					\$0.00