

# Birdville Independent School District

## Snow Heights Elementary

### 2023-2024 Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Background

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 2023-2024 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2022-2023 school year. Student enrollment at Snow Heights Elementary during 2022-2023 was higher than previous school years. Enrollment data shows that campus enrollment was approximately 400 students for the majority of the school year. The enrollment increase was higher due to the addition of a PreKindergarten unit. Our Hispanic student group is one of our largest ethnic groups and represents 27.53% (109 students) of the population. Our largest student group is White at 53.03% (210 students). Our smallest groups are the following: African American-9.60% (38 students), Asian-2.53% (10 students), and 7.32% (29 students) claim Two-or-More Races. The percentages for each of these groups has increased in just one year's time.

Our economically disadvantaged student population remains consistent from year to year, while 48.23% (191), of our students are Economically Disadvantaged which is an increase from previous school years. The other student groups for Snow Heights Elementary include 5.30% (21 students) Emergent Bilingual (EB), 7.58% (30 students) Gifted and Talented, and 18.34% (73 students) Special Education. Additionally, 52.27% (207) 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 95.07% student rate last year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

### 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

**Rtqdn g o "Uvcvg o gpv"4"Rtkqtkk|gf+** In addition to Resource and Speech students, we have two self contained Special Education classes on campus. This puts Snow Heights with a 18.34 % in Special Education which is an increase from the previous school year and above the district average. **Tqqv"Ecwug** Our campus houses two AABLE classrooms with students from various campuses across the district. The number of our Special Education students is higher than other campuses that might not have self contained classes.

**Rtqdn g o "Uvcvg o gpv"5"Rtkqtkk|gf+** Focus on progress monitoring in all subject areas to monitor academic growth. **Tqqv"Ecwug** Ensure that student achievement is aiding in

# Student Learning

## Uwfgpv"Ngctplpi"Uw o o ct{

The following scores show Snow Heights' performance on the 2022 State of Texas Assessment of Academic Readiness (STAAR) test:

Uwdlgev	Ec o r w u	Ec o r w u	Ec o r w u	Fkvtkev
	Crrtqcejgu	Oggvu	Ocvvgtu	Crrtqcejgu
3 <sup>rd</sup> Grade-Reading	78%	45%	19%	78%
3 <sup>rd</sup> Grade-Math	79%	39%	11%	76%
4 <sup>th</sup> Grade-Reading	82%	56%	19%	80%
4 <sup>th</sup> Grade-Math	77%	47%	15%	69%
5 <sup>th</sup> Grade-Reading	80%	62%	35%	82%
5 <sup>th</sup> Grade-Math	83%	46%	25%	80%
5 <sup>th</sup> Grade-Science	72%	47%	22%	67%

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In addition, the following scores show Snow Heights' performance on the 2023 STAAR Alternate 2 test:

Uwdlgev	Ec o r w u	Ec o r w u	Fkvtkev	Fkvtkev
	Ucvkuhcevqt{	Ceeq o rnkujgf	Ucvkuhcevqt{	Ceeq o rnkujgf
3 <sup>rd</sup> Grade-Reading	100%	0%	95%	10%
3 <sup>rd</sup> Grade-Math	100%	0%	98%	15%
4 <sup>th</sup> Grade-Reading	100%	67%	87%	9%
4 <sup>th</sup> Grade-Math	100%	33%		

## Uvwfgpv"Ngctpki"Uvtgpi vju

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

- 3rd & 4th Grade Math scores improved from 2021-2022 to 2022-2023.
- Snow Heights continues to earn scores above the district average in almost all tested subject areas.

# School Processes & Programs

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# Priority Problem Statements

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# Comprehensive Needs Assessment Data Documentation

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

## Ko r t q x g o g p v " R n e p p l p i " F e v e

- District goals
- State and federal planning requirements

## C e e q w p v e d k n k v { " F e v e

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

## U v w f g p v " F e v e < " C u u g u u o g p v u

- 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

## U v w f g p v " F e v e < " U v w f g p v " I t q w r u

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

## U v w f g p v " F e v e < " D g j c x k q t " c p f " Q v j g t " k p f k e c v q t u

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

## G o r n q { g g " F e v e

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

## R c t g p v l E q o o w p k v { " F e v e

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

## U w r r q t v " U { u v g o u " c p f " Q v j g t " F e v e



# Goals

## JD5" I qen

Gxcnwvkkp"Fcvc"Uqwtegu< 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)  
Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)





Uttevgi{"7" Fgvcku



**JD5" I qcn**

**Gxcnwcvkqp"Fcvc"Uqwtegu** Historical performance by student subgroup on state and district assessments

<b>Uvtcvgi {"3" Fgyckmu</b>	<b>Tgxky u</b>
<p><b>Uvtcvgi {"3</b> Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students</p> <p><b>Cevkqpu</b> a) Design a master schedule that includes protected time for Response to Intervention (RtI) groups in Grades 3-5</p> <p>b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students</p> <p>c) Provide part time Math interventionist to serve Tier 2 students in order to decrease learning gaps and increase student performance</p> <p>d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs</p> <p>e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements</p> <p>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</p> <p>e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science)</p> <p>g) 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.</p> <p>h) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or RtI</p> <p>i) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p>	

Uvtevgi {"4" Fgvcknu	Tgxkgyu			
<p><b>Uvtevgi {"4</b> Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth</p> <p><b>Cevkqpu</b> a) Utilize campus MTSS staff to collaborate with teachers through the PLC process and evaluate student growth on a regular basis</p> <p>b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year</p> <p>c) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware</p> <p>d) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings</p> <p>e) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists</p> <p>f) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc.</p> <p>g) Provide training to classroom teachers on appropriate interventions and approved accommodations</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtupi</b> Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p><b>Rtqdnq o "Uvcvg o gpvu</b> Demographics 3</p> <p><b>Hwpfkpi "Uqwtegu</b> - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtevgi {"5" Fgvcknu	Tgxkgyu			
<p><b>Uvtevgi {"5</b> Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals</p>				

Uvtevgi{"6'Fgvckmu	Tgxkg y u			
<p><b>Uvtevgi{"6'Fgvckmu</b> Implement a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Cevkqpu</b> a) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts(CKH) &amp; Character Strong, lessons to align with the whole child tenets</p> <p>b) Conduct bi-monthly guidance lessons to support classroom SEB instruction</p> <p>c) Provide ongoing training and support for all staff to build their capacity to implement MTSS</p> <p>d) Conduct regular Behavior and Academic RtI collaborative meetings</p> <p>e) Set and monitor student goals in regards to behavior and academics</p> <p>f) Provide supplemental resources to support SEB</p> <p>g) Communicate CKH strategies to parents/guardians through grade level and campus newsletters</p> <p>h) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior.</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b> Principal, Assistant Principal, Counselor</p> <p><b>Rtqdnq o "Uvcvg o gpvu</b> Perceptions 2</p> <p><b>Hwpfkpi "Uqwteteg</b> Intervention Personnel and Crisis Counselor - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

**Uvtevgi {"8' Fgvcknu**

**Tgxkg y u**

**Uvtevgi {"8** Enlist community and business partners to assist in providing support to students and families

- Cevkqpu** 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) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations
- e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter
- f) Implement Mentor Program to serve students using volunteers from Cross Church or other community members

**Rtqđng o "Uvcvg o gpv"5:**

**Gxcnwckqp"Fcvc"Uqwtegu< Social-Emotional Learning survey TBD**

<b>Uvtcvgi{"3" Fgvcknu</b>	<b>Tgxkg y u</b>
<p><b>Uvtcvgi{"3&lt; 1) Deploy the district curriculum for social-emotional learning (SEL)</b> <b>Cevkqpu&lt; a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values</b> <b>b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc.</b></p>	

**Gxcnwvklqp"Fcvc"Uqwtegu< Behavioral RtI data records**





<b>Uvtcvgi{"3" Fgvckmu</b>	<b>Tgxkg y u</b>
<p><b>Uvtcvgi{"3&lt; 1) Implement the behavioral RtI plan with fidelity.</b></p> <p><b>Cevkqpu&lt;</b> a) Monitor district expectations of Behavior RtI 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) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus d) Utilize campus wide discipline plan e) Provide specific training in the area of Trust Based Relational Intervention (TBRI) to teachers/staff in order to better understand the students dealing with trauma</p>	





**Gxcnwcvkqp"Fcvc"Uqwtegu** Evaluation of goal achievement as per campus improvement plan

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<p><b>Uvtcvgi{"3&lt; 1) Deploy a school wide system of Continuous Improvement.</b>  <b>Cevkqpu</b> a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences                      b) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing)                      c) Implement student generated data folders to track progress related to individual goals                      d) Utilize the PDSA cycle with individual students in order to set and meet goals                      Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi &lt; Principal, Assistant Principal, LOL Members</p> <p><b>Rtqdnig o "Uvcvg o gpvu</b> &lt; Demographics 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Rtqdnig o "Uvcvg o gpv"5:**

**Gxcwvkvqp"Fcvc"Uqwtegu** District and campus safety survey of students, parents and staff

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<p><b>Uvtcvgi{"3&lt; 1)</b> Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Cevkqpu</b> a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus</p> <p>b) Utilize campus wide discipline plan</p> <p>c) Offer focused guidance lessons to students in need</p> <p>d) Schedule a minimum of four unannounced safety drills during each semester of the school year</p>	





# State Compensatory

## Budget for Snow Heights Elementary

\$0.00

1.5

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## Personnel for Snow Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	

# Title I

Through the Campus Needs Assessment, approximately 52% of our students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program

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

Lindsey Gill-parent

Quinn Costanza, parent



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

August: Meet the Teacher/Curriculum Night, Aug.10, 2023

September: Title I Meeting & Gr b Level Curriculum Night, September 21, 2023

November: Polar B b

December: Cookies with Santa, December 12, 2023

February: Science Night, February 6, 2024 at Fort Worth Science Museum

February: World Read Aloud Day, February 7, 2024

March: Discover Birdville Event, date tbd

March: Fun Run, March 28, 2024

April: Polar Hop, April 3, 2024

May: Field Day, May 3, 2024

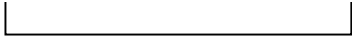
April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 16, 2024

August Refresh B b

Coliseum

# Title I Personnel



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

# Campus Funding Summary

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I qcn	Qdlgevksxg	Uvtevgi {	Tguqwtetu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv	
1	1	1	Academic Coaches		\$0.00	
1	1	5	Intervention Personnel		\$37,572.00	
1	2	1	Intervention Personnel		\$0.00	
1	2	2			\$0.00	
1	2	4	Intervention Personnel and Crisis Counselor		\$0.00	
1	3	1	Crisis Counselor		\$0.00	
				Uwd/Vqvcn	\$37,572.00	
				Dwfigvgf"Hwpf"Uqwtet"C o qwpv	\$37,572.00	
				-1/"Fkhgtgpeg	\$0.00	
433/"Vkvng"K						
I qcn	Qdlgevksxg	Uvtevgi {	Tguqwtetu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv	
1	2	1	Intervention Personnel		\$39,702.00	
1	2	6	Title I Family Engagement		\$1,208.00	
				Uwd/Vqvcn	\$40,910.00	
				Dwfigvgf"Hwpf"Uqwtet"C o qwpv	\$40,910.00	
				-1/"Fkhgtgpeg	\$0.00	
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***Student's Signature***

***Date***

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***Teacher's Signature*** ~~XXXXXXXXXX~~

*Date*

***Teacher'sure***



## **Snow Heights Elementary Parent Involvement Policy**

### **OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act*, *Snow Heights Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.





**(Campus) Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
6	Build capacities of staff		Provide training and materials to parents to help them work with their children  Design training (with parents	Literacy Night Science Night Parent Conferences

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***Student's Signature***

***Date***

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***Teacher's Signature*** 

***Date***

***Teacher'sure***



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***Student's Signature***

***Date***

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# Student/Teacher/Parent Compact

Title One-Linking Together for Student Success  
Snow Heights Elementary

## Student Agreement

I want to be successful. Therefore, I will strive to:

- Attend school regularly.
- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other \_\_\_\_\_

*Shi XYbng S[[ bati fY* \_\_\_\_\_ *Date* \_\_\_\_\_

## Teacher Agreement

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

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- \_\_\_\_\_







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Snow Heights Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

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Snow Heights Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Snow Heights Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Snow Heights Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

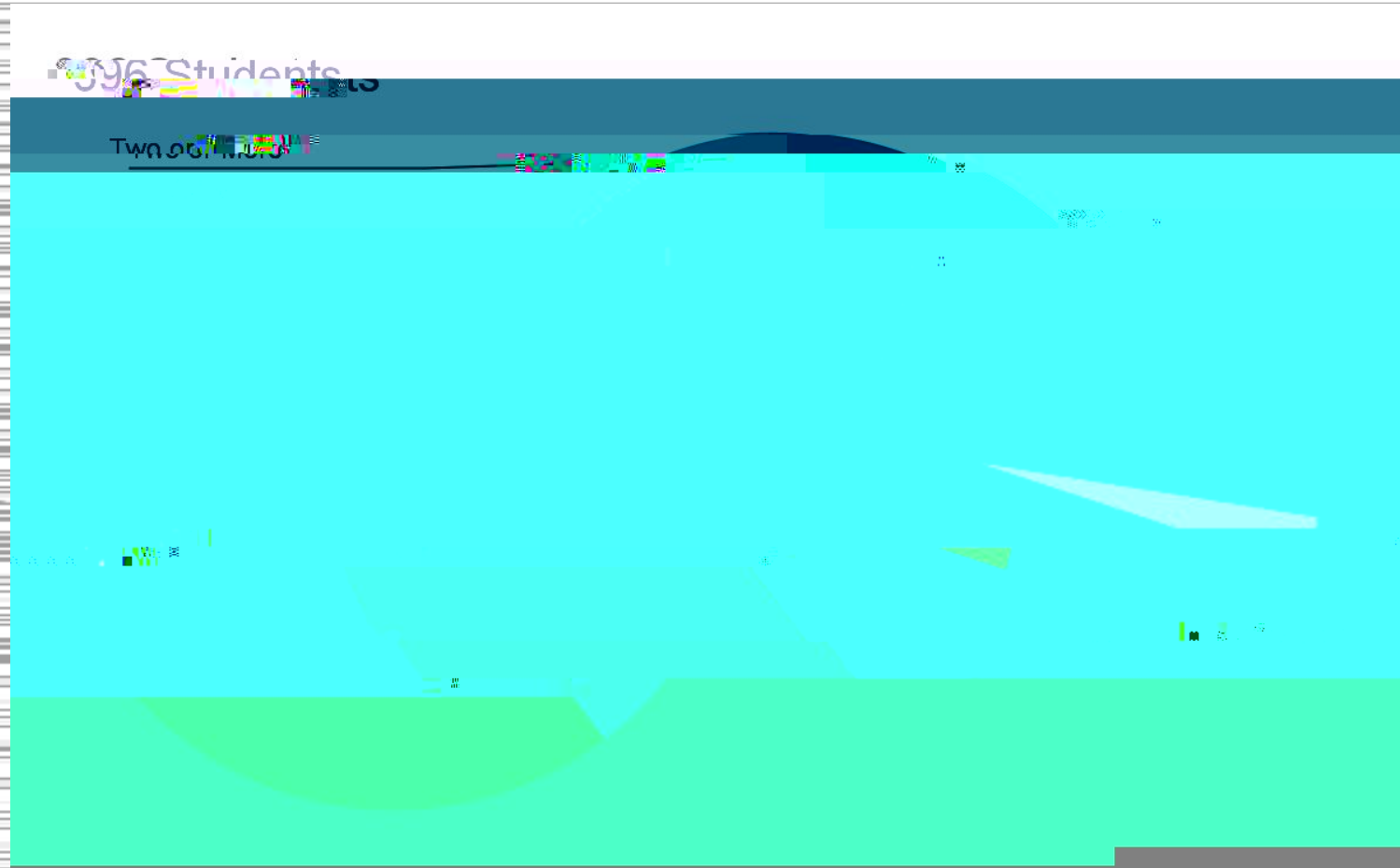
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Each spring, Snow Heights Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the

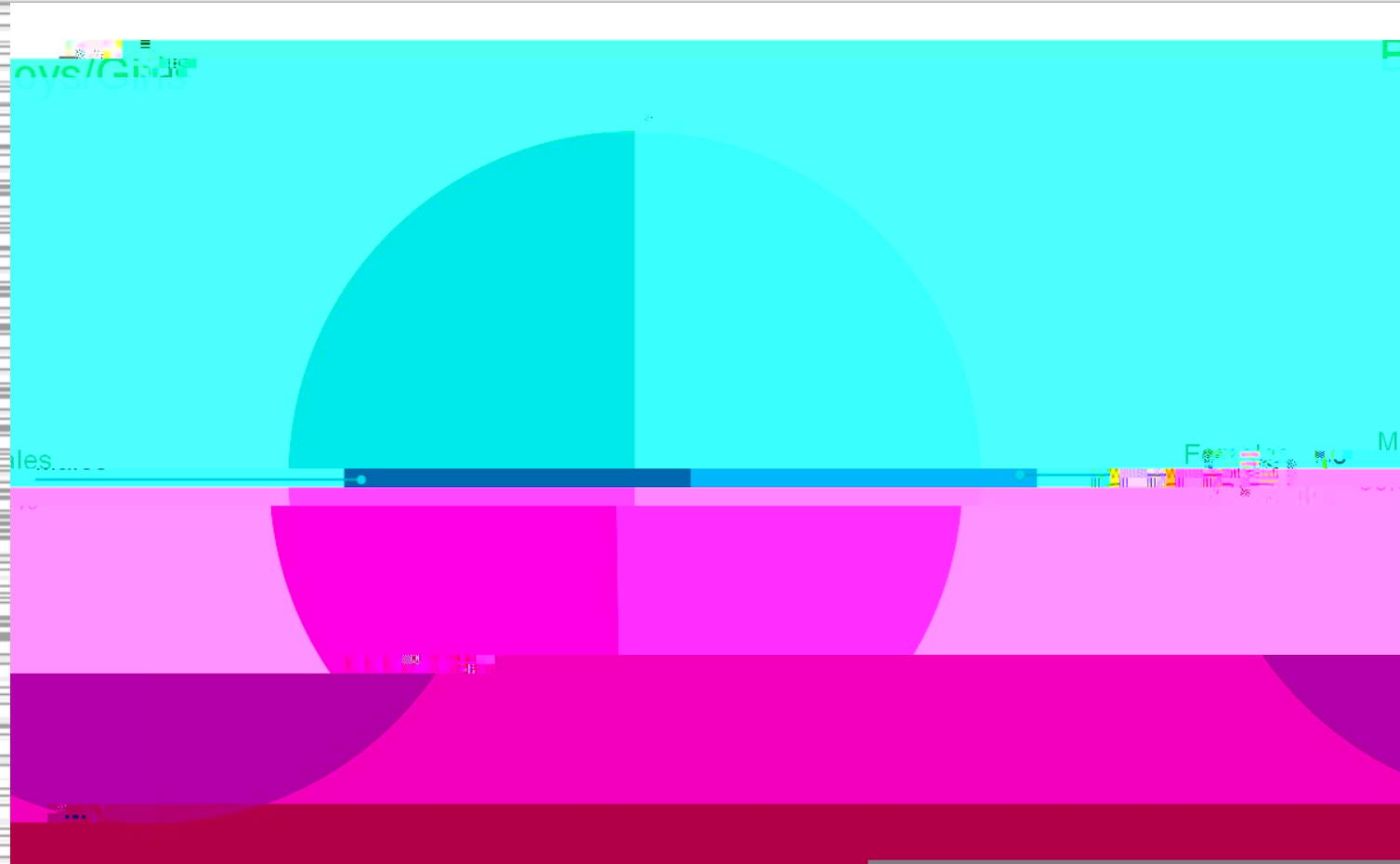
# SNOW HEIGHTS ELEMENTARY CNA

Comprehensive Needs Assessment  
for  
2022-2023

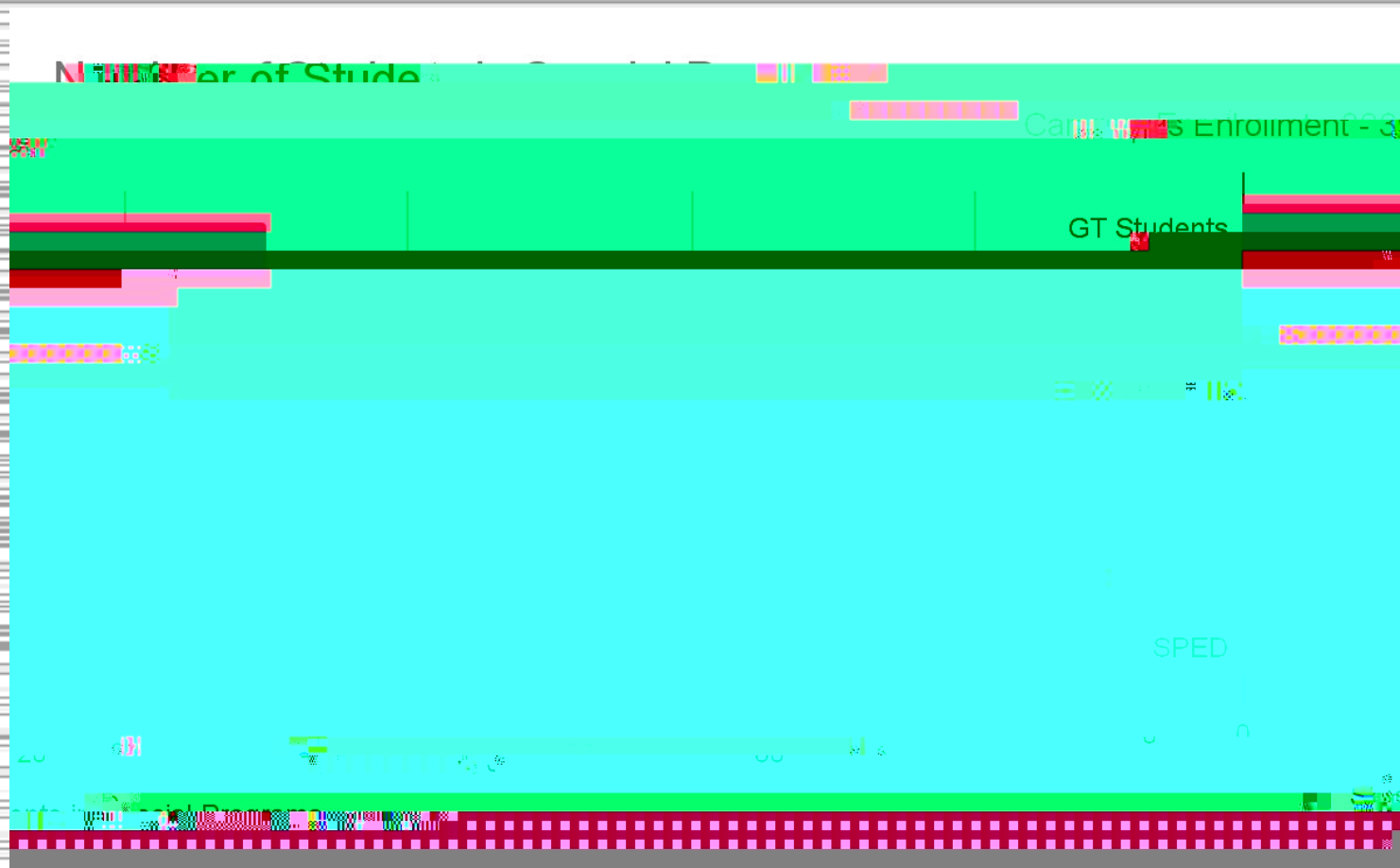
# Who are *we*?



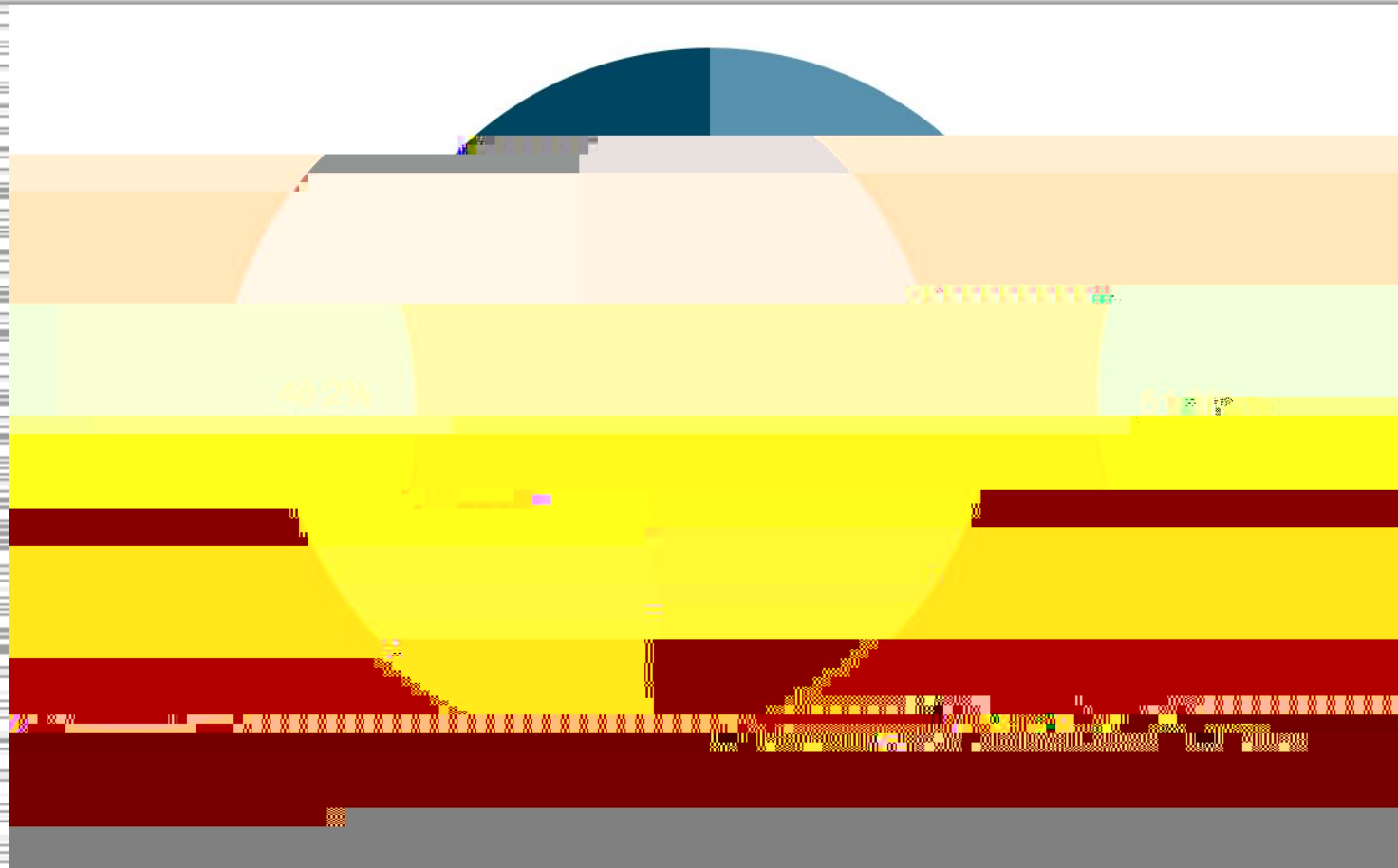
# Gender



# Special Programs



# Economically Disadvantaged





# DEMOGRAPHICS

## STRENGTHS

# PERCEPTIONS

## STRENGTHS

# 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 scores in 4<sup>th</sup> and 5<sup>th</sup> Grades

Strong Math scores in 5<sup>th</sup> Grade

Closing gaps on Achievement

Accountability Rating = A

\*based on 2022 data

## AREAS FOR GROWTH

- There continues to be a decrease in Masters scores in most subject areas for students in Grades 3-5
- Even though Math scores have improved, many students are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test
- Special Education students are not performing well (obtaining Approaches level) on the STAAR test

## GOALS

Ensure vertical alignment is taking place in Math,

