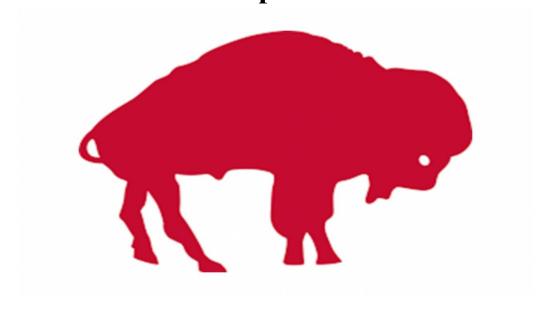
# Fort Worth Independent School District 107 Burton Hill Elementary School 2023-2024 Improvement Plan



# **Mission Statement**

It is the mission of Burton Hill Elementary to provide a high quality academic and social-emotional education for ALL student that prepares them for success in the real world.

# Vision

Acceleration of Instruction for Academic and Social-Emotional Learning for ALL Students

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# **Comprehensive Needs Assessment**

# **Demographics**

#### **Demographics Summary**

Burton Hill Elementary (BHE) is located in Westworth Village and is a neighborhood school within the Fort Worth ISD. In addition to the neighborhood students, BHE also services The Naval Air Station Joint Reserve Base Fort Worth and we have over 60 students from military families. In addition to the students from military families, our campus is represented by many diverse populations for a total of 367 students. Our student population consists of 51 % Hispanic, 34% White, 8% African American, 5% Two or More, and 1% Asian . 9.2% of our students are Limited English Proficient (LEP). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with just over 50% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 27% of our student population participating in one of our programs or models, including speech. Likewise, we have 5.4% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. In addition to our special education and dyslexia programs, we currently offer three different Spanish programs with the Spanish Immersion and 50/50 Dual Language programs being phased out at the end of the 2022-23 school year. 20% of our students participate in these programs. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 12% of our student identified as gifted and talented.

Attendance for 2021-2022 was 95.3%. For the 2022-2023 school year we are currently at 94.11% with Special Education, Pre-K and Kindergarten students accounting for most absences this school year. 3rd grade has the highest attendance rate at 95.3% and Pre-K currently has the lowest attendance rate with 92.15%.

The campus mission statement is, "It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for <u>ALL</u> students that prepares them for success in the real world." The vision statement changes each year based on that specific school year and where the campus needs to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

#### **Demographics Strengths**

The demographic strengths for BHE is the diversity of student populations, including but not limited to our special education students, students of military families, a range of socio-economic classes, and students of varying races.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 15.5%, or 57 out of 367 students at Burton HIII Elementary are chronically absent. **Root Cause:** A system is not in place to consistently communicate and follow-up with the parents of students who are chronically absent.

**Problem Statement 2:** Special Education students in RISE/ECSE account for 14 of the 57, or 24.6% of our chronically absent students. (PreK/Kinder) **Root Cause:** The school has not prioritized communicating the importance of student attendance to these sub-populations of students.

# **Student Learning**

#### **Student Learning Summary**

During the 2021-2022 school year, BHE received an A Rating and earned all six of the Distinctions from TEA. The distinctions included Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Academic Growth (#1), Top 25%: Comparative Closing the Gaps (#1), and Postsecondary Readiness.

For 3rd grade, 81% of students achieved Approaches, 60% Meets, and 40% Masters on the STAAR Reading Assessment. On the 2022 STAAR Math assessment for 3rd grade 75% of students were at Approaches 58% at Meets and 34% were at Masters. For 4th grade, 92% of students scored at Approaches, 71% scored at Meets, and 49% scored at Masters on the 2022 STAAR Reading assessment. On the 2022 STAAR Math Assessment, 85% of 4th graders scored Approaches, 68% Meets, and 36% Masters. For 5th grade 91% of students scored Approaches, 78% Meets, and 52% Masters on the 2022 STAAR Reading Assessment. On the 2022 STAAR Math Assessment for 5th grade 87% scored Approaches, 50% Meets, and 33 Masters%. On the 2022 5th grade STAAR Science assessment 78% of students scored Approaches, 52% Meets, 33% Masters.

These are significantly above the state and district averages.

#### **Student Learning Strengths**

BHE has been a high achieving school for many years.

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

**Problem Statement 1 (Prioritized):** Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. **Root Cause:** Effective small group instruction and progress monitoring has not been consistently implemented.

**Problem Statement 2 (Prioritized):** 27% of 3rd grade students met their projected growth on the MOY Math MAP Growth test; 73% did not meet their established MOY growth goals. **Root Cause:** The campus has not developed a data analysis system to track student progress related to specific skills and learning objectives.

**Problem Statement 3 (Prioritized):** Based on the MOY MAP Growth Math test, only 28%, or 13 of 49 3rd grade students are projected to MEET on the Math STAAR Test. **Root** Cause: The campus has not prioritized professional learning centered around high-leverage instructional strategies specifically for math.

### **School Processes & Programs**

#### **School Processes & Programs Summary**

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identity root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

Currently BHE uses Restorative Practices, Honorable Character, and with an emphasis on TIER I instruction using the FWISD Instructional Framework and Lesson Structure. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at BHE are Spanish programs, Special Education, Gift and Talented, and Dyslexia. Currently, BHE has three different Spanish models. There is a DLI 50/50 model and Spanish Immersion model that are both in grades three through fifth grade and are being phased out. The current Spanish program in grades K-2nd grade is a Dual Language Immersion Program that is a 80/20 model that is being changed to mirror the current Fort Worth ISD model of Two-Way Dual Language that will increase the English instruction each year by 10% until it is a 50/50 program. Our dual language students are a part of the two-way programs. We currently have 23.7% of our students participating in one of the three programs.

Likewise, we have several special education programs and models at BHE. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. Additionally, we provide self-contained classes for students in grades first through fifth grade who need more specialize instruction to support their learning needs. As well, we offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 27.2% (100) of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the MTSS process and/or parent referrals. When a student is referred for testing. Those individuals identified as having dyslexia are provided Special Education services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 5.4% (20 students) of our students identified as dyslexic.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews nominees testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate Students identified as GT are participate in a 2 hour enrichment pull-out program once every 2 weeks led by FWISD GT teachers.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least 5 lessons in Lexia Core 5 for Literacy instruction and Dreambox for Math instruction. Each program is adaptive and adjusts based on the individual learning needs of students. All students in grades K-5 participate in online MAP testing at least three times a year.

During the 2022-2023 school year, BHE implemented 3 new sets of curriculum: Creative Curriculum (Pre-K), Eureka Math (K-5), and Amplify Literacy (K-5). A majority of the focus of teacher professional development centered around the internalization of these curricula. Teachers collaborated within pyramid-wide PLCs to discuss planning upcoming units and sharing instructional strategies. Campus PLCs were utilized for broad planning, examining student work, data-analysis, and various professional development. Bi-weekly faculty meetings were used for professional learning, trainings, and campus updates with various campus leaders facilitating. Teachers at BHE are included in many decision-making processes through the use of Campus Leadership and Instructional Leadership teams. Campus administration provides consistent feedback via classroom walkthroughs based on the FWISD Walkthrough Proration Guide which is also documented in Eduphoria.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system. Between the Restorative Practices and the PBIS there are few discipline referrals at BHE.

#### **School Processes & Programs Strengths**

Burton Hill offers a quality education that is build on both social-emotional learning and academics. There is a clear vision and mission that drives the instructional practices and programs for the students. The programs focus on students and supporting them in their academic journey.

The use of Restorative Practices and PBIS that promotes students being in the classroom to support learning.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry. **Root Cause:** There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

**Problem Statement 2:** 43% of BHE 3rd-5th grade students reported that they consider themselves able to disagree with others without starting an argument as indicated by the responses in the 2021-2022 Panorama Survey, showing that 57% feel as though they are unable to disagree with others without arguing about it. **Root Cause:** There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

### **Perceptions**

#### **Perceptions Summary**

FWISD did not utilize surveys with parents and stakeholders during the 2022-2023 school year. However, staff perceives that data from the previous year's survey still highlights strengths and also reflects opportunities for growth on the campus. That data is reflected below:

The climate and culture survey shows that students feel safe at BHE with students feeling they have supportive relationships and a sense of belonging with survey results showing 88% of the students feel they have a teacher or other adult on campus they can count on when they need help. The greatest increase was with the students sharing that they are engaged in class and excited for the lesson. There was a 13% increase from 2020-21 school year to 66%, which is in the top percentile nationally. The areas of concern based on the student survey is students' Emotional Regulation. The concerns being that students feel they struggle when things go wrong and not being able to stay calm (43%), being unable to get themselves out of a bad mood (44%). However, each of these areas have improved from 2021-22 by 17% and 13% respectively.

The SBDM expressed that BHE is a nurturing environment with positive experiences for the students because of the many different opportunities for students with clubs, dances, events, and teachers who connect with students and their families. PTO and parent volunteers are a strength of the campus as they provide a strong sytem of support for both teachers and students.

#### **Perceptions Strengths**

All stakeholders see BHE as a student centered campus that is built on relationship that foster a positive school community and culture.

The school administration has a clear vision and mission.

BHE is a campus where families want their children to attend and a place staff want to work.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 135 incidents involving an emotional outburst and 77 incidents related to hitting, indicate that our students have difficulty regulating their emotions and maintaining self-control. **Root Cause:** Campus-wide expectations have not been consistently practiced, reviewed, and revisited to ensure accountability.

**Problem Statement 2:** 52.9%, or 9 out of 17 incidents resulting in OSS or ISS involved Special Education students.

# **Priority Problem Statements**

**Problem Statement 1**: 15.5%, or 57 out of 367 students at Burton HIII Elementary are chronically absent.

Root Cause 1: A system is not in place to consistently communicate and follow-up with the parents of students who are chronically absent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on the MOY MAP Growth Math test, only 28%, or 13 of 49 3rd grade students are projected to MEET on the Math STAAR Test.

Root Cause 2: The campus has not prioritized professional learning centered around high-leverage instructional strategies specifically for math.

Problem Statement 2 Areas: Student Learning

**Problem Statement 3**: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test.

Root Cause 3: Effective small group instruction and progress monitoring has not been consistently implemented.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry.

Root Cause 4: There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

Problem Statement 4 Areas: School Processes & Programs

**Problem Statement 5**: 135 incidents involving an emotional outburst and 77 incidents related to hitting, indicate that our students have difficulty regulating their emotions and maintaining self-control.

Root Cause 5: Campus-wide expectations have not been consistently practiced, reviewed, and revisited to ensure accountability.

**Problem Statement 5 Areas**: Perceptions

**Problem Statement 6**: 27% of 3rd grade students met their projected growth on the MOY Math MAP Growth test; 73% did not meet their established MOY growth goals.

Root Cause 6: The campus has not developed a data analysis system to track student progress related to specific skills and learning objectives.

Problem Statement 6 Areas: Student Learning

# **District Goals**

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 73% to 78% by May 2024.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Phonological Awareness in English from 62% to 67% by May 2024.

Evaluation Data Sources: Circle Phonological Awareness CLI Data

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) Instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLCs, walkthroughs, evaluations, coaching, and feedback.

Strategy's Expected Result/Impact: Increase the number of students scoring On Track on Circle Phonological Awareness in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Campus administrators along with the instructional coach will perform at least 2 walkthroughs and 1		Formative		Summative
coaching conversation with each PreK teachers each semester. The Coaching to Fidelity Checklist for Teachers will be utilized to ensure adherence and alignment to Creative Curriculum.	Nov	Jan	Mar	June
Intended Audience: Principal, AP, Campus Instructional Coach, PreK teachers				
Provider / Presenter / Person Responsible: Principal, AP, Campus Instructional Coach,				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Early Learning Department				
No Progress Accomplished — Continue/Modify	X Discon	ntinue		

#### **School Performance Objective 1 Problem Statements:**

#### **Student Learning**

**Problem Statement 1**: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. **Root Cause**: Effective small group instruction and progress monitoring has not been consistently implemented.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 69% to 74% by May 2024.

\*Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 48% to 53% by May 2024.

#### **HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency Data

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) Instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLCs, walkthroughs, evaluations, coaching, and feedback.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English.

**Staff Responsible for Monitoring:** Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews		
Action Step 1: Analysis of multiple data points (BOY Testing,, exit tickets, online intervention programs, student work) to		Formative		Summative
inform weekly targeted small group instruction based on the needs of students.	Nov	Jan	Mar	June
Intended Audience: Principal, AP, Campus Instructional Coach, Teachers				
Date(s) / Timeframe: August 2023-May 2024				
Funding Sources: - SPED (199 PIC 23) \$2,000, - SPED (199 PIC 23) \$3,647				

Action Step 2 Details		Reviews		
Action Step 2: School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and		Formative		Summative
provide actionable feedback that includes next steps through Face-to-Face Meetings.	Nov	Jan	Mar	June
Intended Audience: Classroom Teachers		0 11-2		
Provider / Presenter / Person Responsible: Principal and Assistant Principal				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Executive Director				
Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-107-25-313-000000 - \$1,224				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

# **School Performance Objective 2 Problem Statements:**

# **Student Learning**

**Problem Statement 1**: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. **Root Cause**: Effective small group instruction and progress monitoring has not been consistently implemented.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 53% to 58% by May 2024.

\*Increase the percentage of EB who meet or exceed projected growth on MAP Growth Reading in English from 42% to 47% by May 2024.

#### **HB3 District Goal**

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) Instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLCs, walkthroughs, evaluations, coaching, and feedback.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews		
Action Step 1: Analysis of multiple data points (BOY Testing,, exit tickets, online intervention programs, student work) to		Formative		Summative
inform weekly targeted small group instruction based on the needs of students.	Nov	Jan	Mar	June
Intended Audience: Principal, AP, Campus Instructional Coach, K-5 teachers  Date(s) / Timeframe: August 2023-May 2024				
Action Step 2 Details	Reviews			
Action Step 2: School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and		Formative		Summative
provide actionable feedback that includes next steps through Face-to-Face Meetings.	Nov	Jan	Mar	June
Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Executive Director				
No Progress Continue/Modify	X Discor	tinue		

#### **School Performance Objective 3 Problem Statements:**

# **Student Learning**

Problem Statement 1: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. Root Cause: Effective small group instruction and progress monitoring has not been consistently implemented.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Math from 84% to 88% by May 2024. \*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Math from 76% to 81% by May 2024.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Title I Teacher will provide instruction to TIER II and TIER III students in grades K-5th based on specific		Formative		Summative	
deficient skills as identified by the NWEA Math Data.  Intended Audience: Tier II and Tier III students	Nov	Jan	Mar	June	
Provider / Presenter / Person Responsible: Title I Math Teacher					
Date(s) / Timeframe: August 2023-May 2024					
Funding Sources: - Title I (211) - 211-11-6119-04E-107-30-510-000000-24F10 - \$66,000					
Action Step 2 Details		Rev	iews		
Action Step 2: Campus administrators along with the instructional coach will perform at least 2 walkthroughs and 1		Formative		Summative	
coaching conversation with each PreK teachers each semester. The Coaching to Fidelity Checklist for Teachers will be utilized to ensure adherence and alignment to Creative Curriculum.	Nov	Jan	Mar	June	
Intended Audience: PreK Teachers					
Provider / Presenter / Person Responsible: Principal, AP, Campus Instructional Coach					
Date(s) / Timeframe: August 2023-May 2024					
Collaborating Departments: Early Learning					
No Progress Accomplished — Continue/Modify	X Discon	tinue	1		

#### **School Performance Objective 1 Problem Statements:**

#### **Student Learning**

**Problem Statement 2**: 27% of 3rd grade students met their projected growth on the MOY Math MAP Growth test; 73% did not meet their established MOY growth goals. **Root** Cause: The campus has not developed a data analysis system to track student progress related to specific skills and learning objectives.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** \*Increase the percentage of Kinder students who score On Track on TX-KEA Math from 54.8% to 65% by May 2024. \*Increase the percentage of Economically Disadvantaged students who score On Track on TX-KEA Math from 47.4% to 57% by May 2024.

#### **High Priority**

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kinder students who are performing at the grade-level norm standard.

**Staff Responsible for Monitoring:** Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

**Problem Statements:** Student Learning 3

Action Step 1 Details		Reviews		
Action Step 1: Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific		Formative		Summative
deficient skills as identified by the NWEA Math Data.	Nov	Jan	Mar	June
Intended Audience: Tier II and Tier III students				
Provider / Presenter / Person Responsible: Title I Math Teacher				
Date(s) / Timeframe: August 2023-May 2024				
Action Step 2 Details		Reviews		
action Step 2: Campus administrators along with the instructional coach will perform at least 2 walkthroughs and 1	Formative Su			Summative
coaching conversation with each PreK teachers each semester. The Coaching to Fidelity Checklist for Teachers will be utilized to ensure adherence and alignment to Creative Curriculum.	Nov	Jan	Mar	June

Intended Audience: PreK teachers
Provider / Presenter / Person Responsible: Principal, AP, Campus Instructional Coach
Date(s) / Timeframe: August 2023-May 2024
Collaborating Departments: Early Learning

No Progress

No Progress

OND Progress

Accomplished

Continue/Modify

Discontinue

#### **School Performance Objective 2 Problem Statements:**

#### **Student Learning**

**Problem Statement 3**: Based on the MOY MAP Growth Math test, only 28%, or 13 of 49 3rd grade students are projected to MEET on the Math STAAR Test. **Root Cause**: The campus has not prioritized professional learning centered around high-leverage instructional strategies specifically for math.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 59% to 64% by May 2024.

Increase the percentage of EB students who Meet or Exceed projected growth on MAP Growth from 39% to 44% by May 2024.

#### **High Priority**

**Evaluation Data Sources:** MAP Math Growth

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Instructional Leadership Team

**Title I:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 3

Action Step 1 Details		Reviews			
Action Step 1: Title I Teacher will provide instruction to TIER II and TIER III students in grades K-2nd based on specific		Formative		Summative	
deficient skills as identified by the NWEA Math Data.  Intended Audience: Tier II and Tier III students  Provider / Presenter / Person Responsible: Title I Math Teacher  Date(s) / Timeframe: August 2023-May 2024	Nov	Jan	Mar	June	
Action Step 2 Details	Reviews				
Action Step 2: School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and		Formative		Summative	
provide actionable feedback that includes next steps through Face-to-Face Meetings.  Intended Audience: Classroom Teachers	Nov	Jan	Mar	June	
Provider / Presenter / Person Responsible: Principal and Assistant Principal					
Date(s) / Timeframe: August 2023-May 2024					
Collaborating Departments: Executive Director					
No Progress Accomplished — Continue/Modify	X Discor	tinue	•	•	

# **School Performance Objective 3 Problem Statements:**

#### **Student Learning**

**Problem Statement 3**: Based on the MOY MAP Growth Math test, only 28%, or 13 of 49 3rd grade students are projected to MEET on the Math STAAR Test. **Root Cause**: The campus has not prioritized professional learning centered around high-leverage instructional strategies specifically for math.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 64.7% to 75% by May 2023.

Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Reading from 51.1% to 65% by May 2023.

**High Priority** 

**HB3 District Goal** 

**Evaluation Data Sources: STAAR Reading** 

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Instructional Leadership Team and Classroom Teachers

**Title I:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews		
Action Step 1: Analysis of multiple data points (BOY Testing,, exit tickets, online intervention programs, student work) to		Formative		Summative
inform weekly targeted small group instruction based on the needs of students.	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: August 2023-May 2024				
<b>Delivery Method:</b> PLCs and Faculty Meetings				
No Progress Continue/Modify	X Discon	tinue	•	-

**Strategy 2:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: nstructional Leadership Team

**Title I:** 2.4, 2.5, 2.6

#### - ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase student workbooks with rigorous activities and assessments for Reading Language Arts which are	Formative			Summative
aligned to the TEKS.	Nov	Jan	Mar	June
Intended Audience: At-risk students				
Provider / Presenter / Person Responsible: Principal and Assistant Principal				
Date(s) / Timeframe: October 5, 2023				
Collaborating Departments: Executive Director				
Funding Sources: Student Workbooks - SCE (199 PIC 24) - 199-11-6399-001-107-24-313-000000 \$1,707				
No Progress Continue/Modify	X Discon	tinue		

#### **School Performance Objective 1 Problem Statements:**

# **Student Learning**

**Problem Statement 1**: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. **Root Cause**: Effective small group instruction and progress monitoring has not been consistently implemented.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 49.4% to 65% by May 2023.

Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Math from 33.7% to 50% by May 2023.

**High Priority** 

**Evaluation Data Sources: STAAR Math** 

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math.

Staff Responsible for Monitoring: Instructional Leadership Team and Classroom Teachers

**Title I:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 3

Action Step 1 Details		Reviews		
tion Step 1: Analysis of multiple data points (BOY Testing,, exit tickets, online intervention programs, student work) to		Formative		Summative
inform weekly targeted small group instruction based on the needs of students.  Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: August 2023-May 2024				
<b>Delivery Method:</b> PLCs and Faculty Meetings				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

**Strategy 2:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math.

Staff Responsible for Monitoring: Instructional Leadership Team

**Title I:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 3

Action Step 1 Details		Rev	views	
Action Step 1: School Administration will complete weekly walkthroughs following the Walkthrough Proration Guide and	Formative			Summative
provide actionable feedback that includes next steps through Face-to-Face Meetings.	Nov	Jan	Mar	June
Intended Audience: Classroom Teachers				
Provider / Presenter / Person Responsible: Principal and Assistant Principal				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Executive Director				
Action Step 2 Details		Rev	views	
Action Step 2: Purchase student workbooks with rigorous activities and assessments for Mathematics which are aligned to		Formative		Summative
the TEKS.	Nov	Jan	Mar	June
Intended Audience: At-risk students	1101	74	11262	
Provider / Presenter / Person Responsible: Principal and Assistant Principal				
Date(s) / Timeframe: October 5, 2023				
Collaborating Departments: Executive Director				
Delivery Method: None				
<b>Funding Sources:</b> Student Workbooks - SCE (199 PIC 24) - 199-11-6399-001-107-24-313-000000 \$1,710, - Gifted & Talented (199 PIC 21) \$619				
No Progress Continue/Modify	X Discor	ntinue	•	•

### **School Performance Objective 2 Problem Statements:**

### **Student Learning**

**Problem Statement 3**: Based on the MOY MAP Growth Math test, only 28%, or 13 of 49 3rd grade students are projected to MEET on the Math STAAR Test. **Root Cause**: The campus has not prioritized professional learning centered around high-leverage instructional strategies specifically for math.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (Below 90% attendance) from 15% to 8% by May 2024.

Decrease the number and percentage of Special Education students from RISE and EE who are chronically absent from 30 to 18.

**Evaluation Data Sources:** Focus Attendance Data

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences

Staff Responsible for Monitoring: Data Clerk, Family Engagement Specialist, Student Support Team

**Title I:** 4.1. 4.2

- TEA Priorities:

Connect high school to career and college

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Daily well-check calls will be made to students who are absent and home-visits and/or SART Meetings will		Summative		
be scheduled for the parents of students who are chronically absent.	Nov	Jan	Mar	June
Intended Audience: Parents and Guardians				
Provider / Presenter / Person Responsible: Family Engagement Specialist, Data Clerk, Principal, AP				
Date(s) / Timeframe: August 2023-May 2024				
Delivery Method: Call logs and notes will be documented via Focus				
No Progress Accomplished Continue/Modify	X Discon	tinue		•

#### **School Performance Objective 1 Problem Statements:**

#### **Demographics**

**Problem Statement 1**: 15.5%, or 57 out of 367 students at Burton HIII Elementary are chronically absent. **Root Cause**: A system is not in place to consistently communicate and follow-up with the parents of students who are chronically absent.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 24 to 17 by May 2024. Decrease the number of discipline referrals by school personnel for Special Education students from 58% to 35% by May 2024.

**High Priority** 

**Evaluation Data Sources:** Focus Referral Data

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel.

Staff Responsible for Monitoring: Campus Leadership Team, Family Engagement Specialist, Student Support Team

Title I:

4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive training at the beginning of the school year regarding active classroom management		Summative		
including strategies to manage challenging behaviors.	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Special Education Department				
Date(s) / Timeframe: August 2023				
Collaborating Departments: Special Education				
Delivery Method: Presentation/Training				
Action Step 2 Details	Reviews			
Action Step 2: SST team will identify specific interventions implemented to address behavior and assign a team member to		Summative		
monitor progress via Branching Minds	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Student Support Team				
Date(s) / Timeframe: August 2023-May 2023				
Collaborating Departments: Special Education and MTSS				

Action Step 3 Details	Reviews			
Action Step 3: Teachers will conduct Circle time with students and collaborate with counselor to determine the guidance		Summative		
lessons that will benefit students.	Nov	Jan	Mar	June
Intended Audience: All students				
Provider / Presenter / Person Responsible: Teachers, School Counselor, Admin				
Collaborating Departments: Guidance and Counseling department				
<b>Delivery Method:</b> Daily circle time and/or SEL activities with students and guidance lessons provided by the				
counselor.				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

#### **School Performance Objective 2 Problem Statements:**

#### **School Processes & Programs**

**Problem Statement 1**: 42% of BHE 3rd-5th grade students reported that they are able to stay relaxed when everyone around them gets angry as indicated by the responses on the 2021-2022 Panorama Survey, showing that 58% of students are unable to relax and stay calm when others around them are angry. **Root Cause**: There is a lack of systemic regulation curriculum, campus based, that addresses SEL, across all grade levels.

#### **Perceptions**

**Problem Statement 1**: 135 incidents involving an emotional outburst and 77 incidents related to hitting, indicate that our students have difficulty regulating their emotions and maintaining self-control. **Root Cause**: Campus-wide expectations have not been consistently practiced, reviewed, and revisited to ensure accountability.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the days of suspensions for Special Education students from 17 to 10 by May 2024.

**Evaluation Data Sources:** Focus Discipline Data

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of suspensions for Special Education students

Staff Responsible for Monitoring: Campus Leadership Team, Family Engagement Specialist, Student Support Team

Title I:

4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

**Problem Statements:** Perceptions 1

Action Step 1 Details		Rev	views	
Action Step 1: All Special Education teachers and TAs will be CPI certified in Nonviolent Crisis Intervention by November		Summative		
Intended Audience: Special Education Teachers and Teacher Assistants	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Campus LSSP				
Date(s) / Timeframe: November 2023				
Collaborating Departments: Special Education				
No Progress Accomplished Continue/Modify	X Discon	tinue		

#### **School Performance Objective 3 Problem Statements:**

#### **Perceptions**

**Problem Statement 1**: 135 incidents involving an emotional outburst and 77 incidents related to hitting, indicate that our students have difficulty regulating their emotions and maintaining self-control. **Root Cause**: Campus-wide expectations have not been consistently practiced, reviewed, and revisited to ensure accountability.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 8 to 10 by May 2024.

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs.

Staff Responsible for Monitoring: Campus Leadership Team, Family Engagement Specialist, PTO

**Title I:** 4.1, 4.2

**Problem Statements:** Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: The campus will conduct at least 5 parent engagement meetings throughout the school year to increase		Summative		
student achievement and enhance school and community engagement.  Intended Audience: Parents	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Principal, AP, Family Engagement Specialist, Counselor, Librarian Date(s) / Timeframe: August 2023-May 2024				
Funding Sources: - Parent Engagement - 211-61-6499-04L-107-30-510-000000-24F10 - \$984				
No Progress Accomplished — Continue/Modify	X Discon	tinue	•	1

#### **School Performance Objective 4 Problem Statements:**

### **Demographics**

**Problem Statement 1**: 15.5%, or 57 out of 367 students at Burton HIII Elementary are chronically absent. **Root Cause**: A system is not in place to consistently communicate and follow-up with the parents of students who are chronically absent.

# **Student Learning**

**Problem Statement 1**: Based on the MOY MAP Growth Reading test, only 37.9%, or 11 out of 29 3rd grade Hispanic or Latino students are projected to MEET on the Reading STAAR Test. **Root Cause**: Effective small group instruction and progress monitoring has not been consistently implemented.

# **Student Learning**

**Problem Statement 2**: 27% of 3rd grade students met their projected growth on the MOY Math MAP Growth test; 73% did not meet their established MOY growth goals. **Root** Cause: The campus has not developed a data analysis system to track student progress related to specific skills and learning objectives.

# **Campus Funding Summary**

				Title I	I (211)				
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	I	Description		Amount	
2	1	1	1		Title I	Teacher	211-11-6119-04E-107-30-510-000000-24F10 \$6		
							Sub-Total \$6		
							Budgeted Fund Source Amount \$.		
								+/- Difference -	-\$28,623.58
				SCE (199	9 PIC 24)			·	
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed		Description Account Code		Amount	
3	1	2	1	Student Workbooks		Supplies and material instructional use			\$1,707.00
3	2	2	2	Student Workbooks		Supplies and material instructional use	ials for 199-11-6399-001-107-24-313-000000-		\$1,710.00
							Sub-Total \$		
							Budgeted Fund Source Amount \$		
							+/- Difference		
				Parent En	ngagement				
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed		Description	Account Code		Amount
4	4	1	1			eks for Parents to note participation	211-	211-61-6499-04L-107-30-510-000000-24F10	
								Sub-Tota	<b>al</b> \$984.00
								<b>Budgeted Fund Source Amoun</b>	nt \$984.00
					<u> </u>			+/- Differenc	e \$0.00

				BEA (199 PIC 25)				
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Account Code	
1	2	1	2		Supplies and materials instruction	199-11-6399-001-107-25-3	199-11-6399-001-107-25-313-000000	
						·	Sub-Tota	1 \$1,224.00
						<b>Budgeted Fund Sour</b>	ce Amoun	t \$1,224.00
						+/-	Difference	\$0.00
				Gifted & Talented (199 PI	(C 21)			
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed		Description	Accou Code	
3	2	2	2		(	GENERAL SUPPLIES		\$619.00
						Sub-Total		<b>al</b> \$619.00
						<b>Budgeted Fund Sou</b>	rce Amou	<b>nt</b> \$619.00
						+/	- Differen	ce \$0.00
				SPED (199 PIC 23)				
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed		Description	Account Code	Amount
1	2	1	1		GE	NERAL SUPPLIES		\$3,647.00
1	2	1	1		INS	STRUCTIONAL MATERIALS		\$2,000.00
						S	ub-Total	\$5,647.00
						Budgeted Fund Source	Amount	\$5,647.00
	+/- Difference					\$0.00		
Grand Total Budgeted						\$49,267.42		
Grand Total Spent					tal Spent	\$77,891.00		
+/- Difference						ifference	-\$28,623.58	

# **Addendums**

### Burton Hill Elementary 519 Burton Hill Rd Fort Worth, TX 76114 2023 - 2024

A child's success depends on a strong, committed partnership between school and home.

As a student I will...

\*Attend school regularly and be on time. \*Come to school daily with pens, pencils, books, paper, technology, and other necessary tools for learning, \*Work hard and do my best in class and on homework assignments. \*Help keep my school safe and clean. \*Ask for help when I need it. \*Respect and cooperate with other students and adults. \*Use positive, respectful ways of resolving conflicts

*Use positive, respectful ways of resolving conflicts.
Student Signature Date
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read.  *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.
Parent/Caring Adult Signature Date 8/16
As a school we will  *Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways. *Provide free choice reading time. *Notify parents of events and activities at school.  Teacher Signature  Date  Date

It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for ALL students that prepares them for success in the real world.



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numbers in case of accident or illness.  Parent/Caring Adult Signature    Date   8   16   23
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best in class and on homework assignments. *Help keep my school safe and clean. *As for help when I need it. *Respect and cooperate with other students and adults. *Use positive, respectful ways of resolving conflicts.
Student Signature Date 816123
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.  Parent/Caring Adult Signature  Date  Date
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out positive, respectful ways of resorving commens.
Student Signature Townlin Net Date 8 14 25
As a parent/caring adult I will
*Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.
Parent/Caring Adult Signature Au Val Date 31423
As a school we will
*Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways. *Provide free choice reading time. *Notify parents of events and activities at school.
Teacher Signature Date Date



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Student Signature Alexander ISas Date 8 5 23
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read.  *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.
Parent/Caring Adult Signature  Date 9   5   23
As a school we will  *Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways. *Provide free choice reading time. *Notify parents of events and activities at school.  Teacher Signature  Date



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\*Use positive respectful ways of resolving conflicts

for help when I need it. *Respect and cooperate with other students and adults. *Use positive, respectful ways of resolving conflicts.
Student Signature Baxter Hinze Date 8.15.23
As a parent/caring adult I will
*Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.
Parent/Caring Adult Signature Butts His Date 8/15/23
As a school we will  *Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways. *Provide free choice reading time. *Notify parents of events and activities at school.
Toucher Signature TIII



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Date 8/15/2027 Student Signature As a parent/caring adult I will... \*Help my child attend school regularly and be on time. \*Provide a place for study in our home. \*Provide a quiet time each evening so my child can study and read. \*Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. \*Reinforce positive and respectful ways of resolving conflicts. \*Communicate and work with teachers and school staff to support my child's learning. \*Provide current emergency telephone numbers in case of accident or fliness / rue 10 Date 8/15/2023 Parent/Caring Adult Signature As a school we will... \*Provide materials and activities that are appropriate for your child's needs. \*Communicate and work with families to support student's learning. \*Provide a safe, caring environment for children. \*Help your child learn to resolve conflicts in positive, respectful ways. \*Provide free choice reading time. \*Notify parents of events and activities at school.



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Student Signature	Elise	Date	
in our home. *Promote the read, and pro respectful wa school staff t	ild attend school regularly and *Provide a quiet time each extended importance of reading by real viding materials for him/her to tys of resolving conflicts. *Coo support my child's learning.	vening so my child can study ding to my child, listening to o read. *Reinforce positive ommunicate and work with t	y and read. o him or her and eachers and
Parent/Caring Adult	ase of accident or illness.  Signature	Date <u>08/15/</u>	2023
*Communica safe, caring e	terials and activities that are apute and work with families to solvironment for children. *He ectful ways. *Provide free ch	support student's learning. *I lp your child learn to resolve	Provide a e conflicts in
	\	3	



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As a student I will...

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best in class and on homework assignments. *Help keep my school safe and clean. *As for help when I need it. *Respect and cooperate with other students and adults. *Use positive, respectful ways of resolving conflicts.
Student Signature WWW Adaline Baken Date 8 9 23
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.
Parent/Caring Adult Signature May Brodler Box Date 8/9/73
As a school we will  *Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways. *Provide free choice reading time. *Notify parents of events and activities at school.
Teacher Signature (Wolfwell Date 7-10-23



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best in class and on homework assignments. *Help keep my school safe and clean. *As for help when I need it. *Respect and cooperate with other students and adults. *Use positive, respectful ways of resolving conflicts.
Student Signature Kaiden Barber Date 8/15/23
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read.
*Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone
numbers in case of accident or illness.  Parent/Caring Adult Signature  Date \$\frac{15}{23}\$
As a school we will
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Teacher Signature Carol Jone Date 8-18-23



A child's success depends on a strong, committed partnership between school and home.

\*As a student I will...

\*Attend school regularly and be on time. \*Come to school daily with pens, pencils, books, paper, technology, and other necessary tools for learning, \*Work hard and do my best in class and on homework assignments. \*Help keep my school safe and clean. \*Ask for help when I need it. \*Respect and cooperate with other students and adults.

\*Use positive, respectful ways of resolving conflicts.

Student Signature

Date

Date

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As a school we will...

Parent/Caring Adult Signature WWW

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Teacher Signature Mid-Grad Date 8-10-23



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Parent/Caring Adult Signature BMMM PULM Date 8 19 127
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<b>A</b>
Teacher Signature (Molfone) Date 8-10-23



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Student Signatur	re Jaxon	coss.	2	Date _	DVA	08/00	1/2
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Student Signature 10 (2) Datton Date 08/09/23
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Teacher Signature \_\_\_\_\_

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Student Signature Proceton Dixon Date 1919 9-9-23
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It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for ALL students that prepares them for success in the real world.

Date 8-10-23



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Student Signature MIO DETTEC	1

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Parent/Caring Adult Signature Date 8923

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Teacher Signature Caril Janes Date 8-10-23



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Student Signature	Jett	H W Hegate	8/9/	202	3
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Teacher Signature (Mol Jane) Date 8-10-23



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Student Signature Tre k. Jones Date 81623
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Parent/Caring Adult Signature Kaly Joves Date 16 AUG. 23
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Toucher Signature ( 1 of for 1)



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Student Signature Josiah Lamb Date 8-14-23
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Teacher Signature Carol John Date 8-18-23
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Student Signature TON MISON Titz-Blake 8/14/23
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Student Signature Jaiden Barber Date 8-17-23
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.  Parent/Caring Adult Signature  Date  Date
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Teacher Signature Ms Smi Date 8-17-23
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Teacher Signature	_
reacher Signature	Date



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Student Signature	VK Date 3145
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Student Signature TCN 5 15	Date 814 12 5
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Student Signature Pals Q9 Date 08/09/23		
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Teacher Signature M. Brun Date 8/9/23



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Student Signature NRTC Date 8/9/2023
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Teacher Signature Ms. Brun Date 8/9/23



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Student Signature Jack Bennett Date 8/9/23
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Parent/Caring Adult Signature Eller burnett Date 8 9 23
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Parent/Caring Adult Signature Device White Date 9 Aug 7023
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Teacher Signature Ms. Bruin Date 79/23



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Student Signature Beck Date 7/8
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Teacher Signature <u>Mr. Bruin</u> Date 8/9/23
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Parent/Caring Adult Signature Assertandis Date 8/20/23
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Student	Signature

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Parent/Caring Adult Signature Maria G Lugo Date 08-09-23

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Teacher Signature



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Student Signature 119thou Mptine Date 9-Agosto 2023
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Student Signature Qara Chychey Date 4/9/23
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Parent/Caring Adult Signature Matth Cluby Date 8-9-23
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Student Signature K Atiuzka Lainez Date 08/09/23
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Stude	nt Signature Da	te 8/4/2023
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As a parent/caring adult I will  *Help my child attend school regularly and be in our home. *Provide a quiet time each eveni *Promote the importance of reading by reading read, and providing materials for him/her to rearespectful ways of resolving conflicts. *Comm school staff to support my child's learning. *P numbers in case of accident or illness.	ng so my child can study and read. g to my child, listening to him or her ad. *Reinforce positive and nunicate and work with teachers and rovide current emergency telephone
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Teacher Signature	Date 8 9 73
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Student Signature MD Tim Date Aug. 9th 2023
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Parent/Caring Adult Signature Rega Day All Date 8/9/73
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Student Signature		Date
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*Communicate and wo safe, caring environme	nt for children. *Help your of *Provide free choice read	te for your child's needs. tudent's learning. *Provide a child learn to resolve conflicts in ding time. *Notify parents of events  Date 8/9/23



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Student Signature Keylw Santos

Date 08/09/23

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Teacher Signature

Date 8/4/23



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Student Signature C / Date Date Date
45
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Parent/Caring Adult Signature Ma DVM MAN Date 08/09/22
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Teacher Signature Date <u>8/9/23</u>
7



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Student Signature KAYSON HAYS Date 8/9/23
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Student Signature Charles Date 8/9/23
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Student Signature Date 9-09-23
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Parent/Caring Adult Signature Maria G Lugo Date 08-09-23
As a school we will  *Provide materials and activities that are appropriate for your child's needs.  *Communicate and work with families to support student's learning. *Provide a safe, caring environment for children. *Help your child learn to resolve conflicts in positive, respectful ways: *Provide free choice reading time. *Notify parents of events and activities at school  Teacher Signature  Date  **Reading**  Date  **Double**  Date  **Double**  Date  **Double**  Date  **Double**  Date  **Double**  **Double**  **Double**  Date  **Double**  **Double**  **Double**  Date  **Double**  **Double**



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Student Signature Austin	Chessher	Date 8-9-23

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Parent/Caring Adult Signature \_\_\_\_\_\_

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Date 8-10-23



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Student Signature Malcolm Wilcher Date 0-8-9-23

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Parent/Caring Adult Signature

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Date 8/1/23



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Student Signature RYVOV Date 7.9-23
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Parent/Caring Adult Signature  Date  7-9-23
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4
Teacher Signature A. J. M. J. Data S/9/23



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Ellia

# Burton Hill Elementary 519 Burton Hill Rd Fort Worth, TX 76114 2023 - 2024

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Student Signature	Date 8/9/23
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Neel- Aliyyha Mars

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Student Signature Alugha Man Date	8/2/33
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Student Signature David Date 819
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Student Signature Denise Gralindo Date 8/9/2023
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read.
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Parent/Caring Adult Signature Live Date 8-9-7075

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Teacher Signature —

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Student Signature Choc Date 9/9/25
As a parent/caring adult I will  *Help my child attend school regularly and be on time. *Provide a place for study in our home. *Provide a quiet time each evening so my child can study and read. *Promote the importance of reading by reading to my child, listening to him or her read, and providing materials for him/her to read. *Reinforce positive and respectful ways of resolving conflicts. *Communicate and work with teachers and school staff to support my child's learning. *Provide current emergency telephone numbers in case of accident or illness.  Parent/Caring Adult Signature  Date  Date
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Student Signature 6 duge Downing Date 8/9/23

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Parent/Caring Adult Signature William Warry Date 3/9/23

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Student Signature Luca Blake Date 8-9-23
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Student Signature Teday	Bennett	Date $8-29-2023$
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Parent/Caring Adult Signature Coey Works Date 3.9.23
Parent/Caring Adult Signature    Date   S. 9.23
Teacher Signature Aug No. 1 Date 8/12/23



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Student Signature Lexi Guriller Date 8/16/23
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Parent/Caring Adult Signature John Wim Date 8 (1623
Parent/Caring Adult Signature (Jon William) Date (18)
As a school we will
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Touchar Signature 1/ 6/14

