

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Bigley, Terrance

**Campus Name:** 107 - Burton Hill ES

**Executive Director:** Todd Koppes

## Fort Worth ISD Mission Statement

*Preparing ALL students for success in college, career, and community leadership.*

## Vision

*Igniting in Every Child a Passion for Learning*

## Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

## School Profile

### Student Enrollment by Program

Attendance Rate: 100

Special Education: 11.5

Dual Language/ESL: 20.7

Gifted and Talented: 10.7

Career and Technology: 0

Percentage of at-risk students: 39.8

Percentage of English Language (EL) students: 14.2

Percentage of economically disadvantage students: 60.4

## 2020-2021 Campus Site-Based Committee

Name	Role
T.M. Bigley	Principal
Courtney Butler	Campus Non-Teacher Professional
Diana Perry	District Level Staff
Terry Colley	Community Representative
Nathan Keller	Community Representative
Alicia Deathridge	Business Representative
Chris Watson	Business Representative
Sabrina Ball	Parent
DeLeon Addison	Parent
Kerri Menchaca	Parent
Angela Redding	Teacher
Vincent Chien	Teacher
Kirk Waller	Teacher
Karla Patterson-Calloway	Teacher

## Accountability Summary

Visit [Txschools.org](https://www.txschools.org) for an overview of the State Accountability Systems and school profile for Burton Hill ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 91	94 - A
Domain 2: <b>School Progress</b> 91	
Domain 3: <b>Closing The Gaps</b> 100	

## Campus Distinction Designations

Academic Achievement in Mathematics: 1

Academic Achievement in Science: 1

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 1

## Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

☒ Yes the Fort Worth ISD School Board;

☒ Yes the Texas Education Code;

☒ Yes Title I, Part A; and

☒ Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

# Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Our campus is represented by many diverse populations that establishes a strong school culture. Including many students with varying disabilities in special education programs.	1. We have a Parental Language Barriers for many parents who do not speak English even when students speak English	1. Reading resources and personnel to ensure a strong literacy foundation and acceleration of instruction in Grades K-5
	2. We have over 70 students from military families which provides an additional population that adds to our school diversity	2. Our campus has a 59% Economically Disadvantaged Rate	2. Student access to technology and programs to accelerate instruction and learning
	3.	3.	3. Data driven instruction, professional development, and resources decisions to accelerate TIER I instruction for academic and social-emotional growth for all students
	4. Our campus is represented by many diverse populations that establishes a strong school culture. Including many students with varying disabilities in special education programs.	4. Our staff does not reflect our student population in regards to race with two staff members leaving BHE for retirement and family reasons.	4.
	5. We have over 70 students from military families which provides an additional population that adds to our school diversity	5. We have a Parental Language Barriers for many parents who do not speak English even when students speak English	5.
		6. Our campus has a 62% Economically Disadvantaged Rate	6. 3. Student access to technology and programs in order to enhance learning. Long-term goal is for One-to-One for grades 3rd, 4th, and 5th and shared technology for PK-2nd.
Student Achievement	1. Our fifth grade science scores for 2019 were high and our master scores increased from 29% to 30%	1. 5th Grade February benchmark shows that only 50% of the students met the standard with only 26% masters compared to the same students on the 2019 STAAR Math having 67% meets and 44% masters. This is a 17% decrease in meets and an 18% decrease in masters scores.	7. 4. Social Emotional supports for students
	2. Reading STAAR Scores were 67% Meets and 40% Masters with the LLI Supports	2. Many concerns with students displaying social-emotional concerns with outbursts that impedes student learning. More than 85% of office referrals and Restorative Practice interventions by school administration is based on social-emotional concerns that are stopping instruction.	8. 5. Professional Development that builds on total school capacity in relationship to student achievement, school culture and climate, and social-emotional needs of students.
	3. We used Title I Funds set aside for reading tutors who pull TIER II and TIER III students to improve reading and reading comprehension. Additionally, we use LLI for K-2nd with tutors and we have had an increase of 45% of our students now on grade-level based on F& P Levels and/or MAP Fluency	3.	9.
	4. Our fifth grade science scores for 2019 were high and our master scores increased from 29% to 30%	4. There is a need to tutoring for math and reading but there has not been any funding allocated for tutoring for before and after school for years.	10.
	5. Reading STAAR Scores were 67% Meets and 40% Masters with the LLI Supports	5. 90% of Kinder, 1st grade, and 2nd grade students Reading F&P scores for EOY are below grade level based on last assessments prior to COVID-19 distance learning.	
	6. We used Title I Funds set aside for reading tutors who pull TIER II and TIER III students to improve reading and reading comprehension. Additionally, we use LLI for K-2nd with tutors and we have had an increase of 45% of our students now on grade-level ba	6. Many concerns with students displaying social-emotional concerns with outbursts that impedes student learning. More than 85% of office referrals and Restorative Practice interventions by school administration is based on social-emotional concerns that are	

School Culture and Climate	1.	Positive Behavior Interventions and Supports by the school builds relationships and culture through Honorable Character Program, Positive Office Referrals, Gold Standard Students, and Restorative Practices.	1.	Parent Involvement among single parents or parents with multiple jobs is less than 10%
	2.	Special Ed Programs on the campus include GenEd students supporting SpEd students.	2.	
	3.	Annual Culture Fair to celebrate all cultures was attended by more than 400 individuals, including community members.	3.	
	4.	Community Involvement is high with UPS, Burton Hill Baptist Church, Westworth Church of Christ, City of Fort Worth, and Military Base.	4.	Parent Involvement among single parents or parents with multiple jobs is less than 10%
	5.	Positive Behavior Interventions and Supports by the school builds relationships and culture through Honorable Character Program, Positive Office Referrals, Gold Standard Students, and Restorative Practices.	5.	Concerns for social-emotional health of students following the pandemic COVID-19
	6.	Annual Culture Fair to celebrate all cultures was attended by more than 400 individuals, including community members.		
Staff Quality/ Professional Development	1.	Extended PLC schedules for all teachers with PLC Plan.	1.	The district diversity training has not provided any supports to the campuses to direct support students in the classroom. This is our third year of trainings and the teachers feel it is a waste of time away from students. Additionally, they feel the training is not unifying.
	2.	Dr. Sharoky Hollie Culturally and Linguistically Responsive Teaching and Learning Training to assist with cultural diversity in the classroom. 100% of teachers who participated stated this was the most impactful diversity training they have attended.	2.	
	3.	Staff members provide professional development based on campus needs and staff suggestions.	3.	
	4.	Extended PLC schedules for all teachers with PLC Plan.	4.	The district diversity training has not provided any supports to the campuses to direct support students in the classroom. This is our third year of trainings and the teachers feel it is a waste of time away from students. Additionally, they feel the training is not unifying.
	5.	Dr. Sharoky Hollie Culturally and Linguistically Responsive Teaching and Learning Training to assist with cultural diversity in the classroom. 100% of teachers who participated stated this was the most impactful diversity training they have attended.		
	6.	Staff members provide professional development based on campus needs and staff suggestions.		

Curriculum, Instruction, and Assessment	1.	LLI in Kinder - 2nd to provide to support student's reading on grade-level; Pre-K LLI small group	1.	We do not have enough Tablets and Chromebooks for all classes to use technology at least twice a week to meet their reading and math technology expectations with Successmaker, and Path Blazers .
	2.	Data analysis is required for adjusting instruction on 100% of Interim and benchmark assessment.	2.	The district curriculum does not address phonics in the younger grades in a manner that allows students to understand the rules and code words in order to better decode words.
	3.	Fundamental 5 is used on the campus to enhance instructional practices.	3.	RISE classrooms struggling with ULS for use in teaching science
	4.	We focus on Purposeful Talk/Small Group Instruction to enhance student collaboration in 100% of the classrooms through whole group and rotations.	4.	We do not have enough Tablets and Chromebooks for all classes to use technology at least twice a week to meet their reading and math technology expecations with Achieve 3000, Successmaker, and Path Blazers .
	5.	LLI in Kinder - 2nd to provide to support student's reading on grade-level; Pre-K LLI small group. Students were making progress prior to Covid-19 distance learning.	5.	Math program does not cover in depth all the objectives and there is a need for supplanting the instruction.
	6.	Data analysis is requierd for adjusting instruction on 100% of Interim and benchmark assessment. Data wall provides	6.	The district curriculum does not address phonics in the younger grades in a manner that allows students to understand the rules and code words in order to better decode words.
Family and Community Involvement	1.	The amount of communication with families through Blackboard is positively shared by parents. They appreciate the phone calls, text messages and emails.	1.	There is a need for parenting classes for many of our parents, but we lack the ability to provide childcare and food because of funding capacities.
	2.	We had our Second cultural festival- Multi-Cultural Festival with over 500 in attendance and all classrooms participating.	2.	
	3.	Several family events, parental support in classes/school events and community partnership to support teachers.	3.	
	4.	The amount of communication with families through Blackboard is postively shared by parents. They appreciate the phone calls, text messages and emails.	4.	There is a need for parenting classes for many of our parents, but we lack the ability to provide childcare and food.
	5.	We had our Second cultural festival- Multi-Cultural Festival with over 400 in attendance and all classrooms participating.		
	6.	Community partners provide resources for staff and resources for parents		

**School Context and Organization**

1.	Strong Leadership Team that listens to staff and helps to assist with planning and decision making	1.	Students could benefit from one-to-one access to technology for TIER I instruction, research purposes, and acceleration of instruction in grades 3rd-5th.
2.	Weekly Administration Communication to discuss upcoming events and Faculty Meetings are based on need and teacher's time is respected.	2.	
3.	Teachers have input on Master Schedule	3.	
4.	Technology is readily available when requested and accessible, but we lack having enough. There are schedules for computer labs and I-Pad and Chromebook carts.	4.	Students could benefit from one-to-one access to technology for research purposes
5.	Weekly Administration Communication to discuss upcoming events and Faculty Meetings are based on need and teacher's time is respected.		
6.	Teachers have input on Master Schedule		

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 107 - Burton Hill ES

Principal: Bigley, Terrance

Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	45.00	--	55.00	

### Strategies for Improvement

	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	All K-5 students will complete MAP BOY and STAR testing.	Assistant Principal,Teacher(s)	10/2/2020	Local (Basic Allotment)	3,968	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
2	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Data Analyst determines correlation between MAP Reading scores and STAR scores and create a matrix to measure reading growth every grading period. Data Analyst will set EOY goal for each K-5 student based on needed growth.	Assistant Principal,Data Analyst	10/16/2020	Title I	36,100	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
3	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students will set second grading period goals for Lexile growth based on STAR testing to achieve needed EOY MAP Reading goal.	Teacher(s),Data Analyst	10/23/2020	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.

4	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students take STAR reading assessment and set third grading period goals for Lexile growth based on STAR to achieve needed EOY MAP Reading goal.	Teacher(s),Data Analyst	12/11/2020	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
5	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students complete the MAP Growth Reading and Data Analyst compares growth between Lexile and MAP Growth to determine validity of matrix tool and student progress.	Instructional Leadership	1/29/2021	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
6	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students take STAR reading assessment and set fourth grading period goals for Lexile growth based on STAR to achieve needed EOY MAP Reading goal	Teacher(s),Data Analyst	2/5/2021	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
7	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students take STAR reading assessment and set fifth grading period goals for Lexile growth based on STAR to achieve needed EOY MAP Reading goal	Teacher(s),Data Analyst	3/19/2021	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
8	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students take STAR reading assessment and set sixth grading period goals for Lexile growth based on STAR to achieve needed EOY MAP Reading goal	Teacher(s),Data Analyst	5/21/2021	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.

9	Title I	Beginning September 21, 2020, all students in grades 2-5 will complete at least 1 Expository AR Lesson each week for a total of 21 prior to May 7, 2021.	Students complete MAP Reading Growth EOY	Assistant Principal,Teacher(s)	5/21/2021	Other	0	Not Started	1) 100% of the students in grades 2-5 will complete at least 21 expository or equivalent based on registration date. 2) 85% students will increase their MAP Growth scores to meet their EOY Individual Personal Goal.
10	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	All teachers and LLI Title I Assistants in/for grades PK-2nd grade will provide TIER I LLI SGGR weekly to every student.	Teacher(s),Other,Data Analyst	5/28/2021	Title I	28,906	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.
11	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	In grades K-3, teachers will complete F&P assessments for all students in RTI for reading. Reading Interventions (TIER II or TIER III LLI and Mentoring Minds) will be implemented based on data analysis and personnel resources.	Instructional Leadership,Teacher (s),Other,Data Analyst	10/23/2020	Bilingual	268	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.
12	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	In grades K-3, teachers will complete F&P assessments for all students in RTI for reading. Reading Interventions (TIER II or TIER III LLI and Mentoring Minds) will be implemented based on data analysis and personnel resources.	Instructional Leadership,Teacher (s),Other,Data Analyst	12/11/2020	SCE	2,172	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.
13	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	In grades K-3, teachers will complete F&P assessments for all students in RTI for reading. Reading Interventions (TIER II or TIER III LLI) will be implemented based on data analysis and personnel resources.	Instructional Leadership,Teacher (s),Other,Data Analyst	2/5/2021	Title I	0	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.
14	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	In grades K-3, teachers will complete F&P assessments for all students in RTI for reading. Reading Interventions (TIER II or TIER III LLI) will be implemented based on data analysis and personnel resources.	Instructional Leadership,Teacher (s),Other,Data Analyst	3/19/2021	Title I	0	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.



15	Title I	Beginning September 14, 2020 in grades PK-2nd, LLI will be used as TIER I small group guided reading to accelerate instruction in order for 85% of the students to meet their EOY reading expectations as measured by MAP Fluency in grades K-2. Additionally, LLI (K-3) and Mentoring Minds Reading (3-5) will be used for TIER II and TIER III Reading Interventions.	In grades K-3, teachers will complete F&P assessments for all students in RTI for reading. Reading Interventions (TIER II or TIER III LLI) will be implemented based on data analysis and personnel resources.	Instructional Leadership,Teacher (s),Other,Data Analyst	5/14/2021	Title I	0	Not Started	85% of students in grades K-2 will meet the EOY reading expectations as measured by MAP Fluency.
16	Title I	Beginning September 8, 2020 and daily throughout the school year, Disciplinary Literacy will be practiced in all classrooms PK-5 in all core content areas.	Beginning September 2, 2020, teachers will receive training on Disciplinary Literacy and ongoing training throughout the year.	Principal,Assistant Principal,Data Analyst	10/2/2020	Other	0	Not Started	1) 85% of students will meet their EOY MAP growth goals as measure by MAP fluency and/or MAP Growth Reading. 2) All teachers will provide daily balanced literacy through the lens of Disciplinary Literacy as measure through weekly lesson plans and classroom observations.
17	Title I	Beginning September 8, 2020 and daily throughout the school year, Disciplinary Literacy will be practiced in all classrooms PK-5 in all core content areas.	Facilitated by school administration, teachers will create Disciplinary Literacy Best Practices by content areas, including specials.	Principal,Teacher(s)	10/2/2020	Other	0	Not Started	1) 85% of students will meet their EOY MAP growth goals as measure by MAP fluency and/or MAP Growth Reading. 2) All teachers will provide daily balanced literacy through the lens of Disciplinary Literacy as measure through weekly lesson plans and classroom observations.
18	Title I	Beginning September 8, 2020 and daily throughout the school year, Disciplinary Literacy will be practiced in all classrooms PK-5 in all core content areas.	Weekly Lesson Plans will be checked for literacy in all core content areas for all teachers.	Principal,Assistant Principal	5/28/2021	Other	0	Not Started	1) 85% of students will meet their EOY MAP growth goals as measure by MAP fluency and/or MAP Growth Reading. 2) All teachers will provide daily balanced literacy through the lens of Disciplinary Literacy as measure through weekly lesson plans and classroom observations.
19	Title I	Beginning September 8, 2020 and daily throughout the school year, Disciplinary Literacy will be practiced in all classrooms PK-5 in all core content areas.	Regular classroom observations will be made virtually and/or in-person with a focus on Disciplinary Literacy. These observations will be based on individual teacher supports needed and FWISD required walkthrough rations.	Principal,Assistant Principal	5/28/2021	Other	0	Not Started	1) 85% of students will meet their EOY MAP growth goals as measure by MAP fluency and/or MAP Growth Reading. 2) All teachers will provide daily balanced literacy through the lens of Disciplinary Literacy as measure through weekly lesson plans and classroom observations.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:
Leadership Feedback:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 107 - Burton Hill ES

Principal: Bigley, Terrance

Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	63	73	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Beginning September 8, 2020 and throughout the school year, 100% of Tier I Instruction will be based on the Instructional Framework (Gradual Release) lesson model in math and all other content areas.	Beginning September 2, 2020, teachers will receive training on the Instructional Framework and ongoing training throughout the year.	Principal,Assistant Principal,Data Analyst	10/2/2020	Other	0	Not Started	1) 100% of teachers' TIER I Instruction will be based on the Instructional Framework as measured by weekly lesson plans and classroom observations.
2 Title I	Beginning September 8, 2020 and throughout the school year, 100% of Tier I Instruction will be based on the Instructional Framework (Gradual Release) lesson model in math and all other content areas.	Weekly Lesson Plans will be checked for Instructional Framework for all content areas for all teachers.	Principal,Assistant Principal	5/28/2021	Other	0	Not Started	1) 100% of teachers' TIER I Instruction will be based on the Instructional Framework as measured by weekly lesson plans and classroom observations.
3 Title I	Beginning September 8, 2020 and throughout the school year, 100% of Tier I Instruction will be based on the Instructional Framework (Gradual Release) lesson model in math and all other content areas.	Regular classroom observations will be made virtually and/or in-person with a focus on the Instructional Framework gradual release model. These observations will be based on individual teacher supports needed and FWISD required walkthrough rations.	Principal,Assistant Principal	5/28/2021	Other	0	Not Started	1) 100% of teachers' TIER I Instruction will be based on the Instructional Framework as measured by weekly lesson plans and classroom observations.
4 Title I	Chromebooks will be used by students in 5th grade to access the resources of Pathblazer, Successmaker and other online programs/applications for TIER I instruction, as well as TIER II and TIER III interventions.	Order Chromebooks	Principal	9/4/2020	Local (Basic Allotment)	4,999	On Target	1) Students in 5th grade will increase their meets grade level from 54% to 70%, as measured by MAP Growth Math. 2) All 5th Grade Math students for in-person instruction will have access to computer based resources at least twice a week.

5	Title I	Chromebooks will be used by students in 5th grade to access the resources of Pathblazer, Successmaker and other online programs/applications for TIER I instruction, as well as TIER II and TIER III interventions.	Assign Chromebooks to 5th Grade math teacher(s)	Assistant Principal	10/2/2020	Other	0	Not Started	1) Students in 5th grade will increase their meets grade level from 54% to 70%, as measured by MAP Growth Math. 2) All 5th Grade Math students for in-person instruction will have access to computer based resources at least twice a week.
6	Title I	Chromebooks will be used by students in 5th grade to access the resources of Pathblazer, Successmaker and other online programs/applications for TIER I instruction, as well as TIER II and TIER III interventions.	5th Grade math teacher(s) will use Chromebooks daily in the classroom with each student having access to it at least twice a week.	Assistant Principal, Teacher(s)		Other	0	Not Started	1) Students in 5th grade will increase their meets grade level from 54% to 70%, as measured by MAP Growth Math. 2) All 5th Grade Math students for in-person instruction will have access to computer based resources at least twice a week.
7	Title I	Beginning October 5, 2020, TIER I math instruction in grades 3-5 will be supplemented with Mentoring Minds to accelerate the instruction for students in order for 73% of them to be on or above grade-level by EOY.	By October 4, 2020, 3-5 math teachers will receive training on how to use Mentoring Minds as a TIER I supplemental resource for instruction. Mentoring Minds will be used at least once a week with TIER I instruction.	Principal, Assistant Principal, Teacher(s)	5/28/2021	Local (Basic Allotment)	3,600	Not Started	1) All math teachers in grades 3-5 will accelerate TIER I instruction with the resource of Mentoring Minds.
8	Title I	Beginning October 5, 2020, TIER I math instruction in grades 3-5 will be supplemented with Mentoring Minds to accelerate the instruction for students in order for 73% of them to be on or above grade-level by EOY.	Weekly Lesson Plans will be checked for 3-5 Math TIER I Instruction utilizing Mentoring Minds at least once a week.	Principal, Assistant Principal	5/28/2021	Gifted & Talented	389	Not Started	1) All math teachers in grades 3-5 will accelerate TIER I instruction with the resource of Mentoring Minds.
9	Title I	Beginning October 5, 2020, TIER I math instruction in grades 3-5 will be supplemented with Mentoring Minds to accelerate the instruction for students in order for 73% of them to be on or above grade-level by EOY.	Regular classroom observations will be made virtually and/or in-person with a focus on for 3-5 Math TIER I Instruction utilizing Mentoring Minds at least once a week. These observations will be based on individual teacher supports needed and FWISD required walkthrough ratings.	Principal, Assistant Principal	5/28/2021	Special Education	500	Not Started	1) All math teachers in grades 3-5 will accelerate TIER I instruction with the resource of Mentoring Minds.
10	Title I	After School Tutoring for TIER III students needing additional time and practice with the general education teacher beyond the general classroom.	Based on students math data from MAP Growth Math and classroom assessments, students missing foundational math skills based on his or her current grade-level will have the opportunity for after-school tutoring if identified by RTI team that this intervention will increase student understanding of math concepts.	Instructional Leadership, Teacher (s), Data Analyst	5/28/2021	Title I	567	Not Started	To increase students foundational math concepts to help them move from TIER III to TIER II or TIER I interventions.
11	Title I	After School Tutoring for TIER III students needing additional time and practice with the general education teacher beyond the general classroom.	Based on students identified with special needs and math data from MAP Growth Math and classroom assessments, special education students missing foundational math skills based on his or her current grade-level will have the opportunity for after-school tutoring if identified by math teacher, inclusion teacher and school administration that this intervention will increase student understanding of math concepts.	Instructional Leadership, Teacher (s), Data Analyst	5/28/2021	Special Education	1,000	Not Started	To increase students foundational math concepts to help them move from TIER III to TIER II or TIER I interventions.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 107 - Burton Hill ES

Principal: Bigley, Terrance

Executive Director: Todd Koppes

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	3	May 28, 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	20%	10%	May 28, 2021
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	80%	90%	May 28, 2021

### Strategies for Improvement

	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Title I	By May 1, 2021, in order to foster a positive school culture and build relationships with families and students, BHE will hold two family nights either in-person or virtually.	BHE will host a Family Science Night either in person or virtually through the Museum of Science and History.	Principal,Teacher (s),Other	4/30/2021	Title I	750	Not Started	1) To foster positive school relationships with families through two family events. 2) Increase satisfactory feedback from families on the parent stakeholder survey
2	Title I	By May 1, 2021, in order to foster a positive school culture and build relationships with families and students, BHE will hold two family nights either in-person or virtually.	BHE will host the third Annual Multi-Cultural Festival Virtually. This event will include multi-cultural RIF books to give to parents to read to their child(ren).	Teacher(s),Other	4/30/2021	Title I	1,736	Not Started	1) To foster positive school relationships with families through two family events. 2) Increase satisfactory feedback from families on the parent stakeholder survey
3	Title I	BHE will begin parent academy that will focus on supporting parents looking to gain employment skills, parenting skills, other other supports.	Find Class program for paraprofessional training.	Principal,Other	10/1/2020	Title I	9,000	Not Started	1) To help parents increase their skill-sets and have the opportunity to improve their career path while balancing family. 2) Have 4 parents successfully complete the Para-Professional program and be employable by FWISD as a paraprofessional

4	Title I	BHE will begin parent academy that will focus on supporting parents looking to gain employment skills, parenting skills, other other supports.	Find donors to support expenses for \$400 per individual in the program (at least 4 individuals).	Principal,External Stakeholder,Other	10/1/2020	Other	0	Not Started	1) To help parents increase their skill-sets and have the opportunity to improve their career path while balancing family. 2) Have 4 parents successfully complete the Para-Professional program and be employable by FWISD as a paraprofessional
5	Title I	BHE will begin parent academy that will focus on supporting parents looking to gain employment skills, parenting skills, other other supports.	Advertise program to parents and families.	Other	10/9/2020	Title I	0	Not Started	1) To help parents increase their skill-sets and have the opportunity to improve their career path while balancing family. 2) Have 4 parents successfully complete the Para-Professional program and be employable by FWISD as a paraprofessional
6	Title I	BHE will begin parent academy that will focus on supporting parents looking to gain employment skills, parenting skills, other other supports.	Sign-up Individuals and begin program.	External Stakeholder,Other	11/2/2020	Title I	0	Not Started	1) To help parents increase their skill-sets and have the opportunity to improve their career path while balancing family. 2) Have 4 parents successfully complete the Para-Professional program and be employable by FWISD as a paraprofessional
7	Title I	BHE will begin parent academy that will focus on supporting parents looking to gain employment skills, parenting skills, other other supports.	Individuals complete program, take state assessment, and apply for state certification.	External Stakeholder,Other	5/28/2021	Title I	0	Not Started	1) To help parents increase their skill-sets and have the opportunity to improve their career path while balancing family. 2) Have 4 parents successfully complete the Para-Professional program and be employable by FWISD as a paraprofessional
8		Beginning August 3, 2020, school administration will provide high quality resources and materials for teachers to enhance the instruction and learning for all students.	Teachers will make requests for instructional resources and teacher/student materials.	Principal,Teacher (s),Other	12/18/2020	Local (Basic Allotment)	4,967	On Target	Teachers and students will have the resources and materials needed to incorporate best instructional practices and activities.
9		Beginning August 3, 2020, school administration will provide high quality resources and materials for teachers to enhance the instruction and learning for all students.	Principal will approve or reject teacher/student resources. All above materials will be purchased in a timely manner to benefit the students within the 2020-21 school year.	Principal,Other	12/18/2020	Special Education	1,809	On Target	Teachers and students will have the resources and materials needed to incorporate best instructional practices and activities.

10		According to the district concern for the decrease of students registered for the 2020-21 school year and request for a school registration plan, BHE brought back our clerk early to head-up our registration plan. The plan was successful with 100% registration.	Registration Plan was created and submitted to Executive Director.	Principal,Other	8/31/2020	Local (Basic Allotment)	1,000	Completed	All families contacted and identified as whether still living in the areas or having moved. All families still in the area choosing to attend public school were registered.
11	Title I	We will decrease the number of duplicate incident referrals as documented through FWISD Cycle Reports by 10% by May 28, 2021.	School Counselor will complete at least 1 monthly lesson with students and provide small group and individual supports as needed to provide students and teachers resources and skills to improve social-emotional health.	Principal,Teacher (s),Other	5/28/2021	Local (Basic Allotment)	0	Not Started	Through Restorative Practices and Campus Counseling the students who have duplicate office referrals will decrease by at least 10%.
12	Title I	We will decrease the number of duplicate incident referrals as documented through FWISD Cycle Reports by 10% by May 28, 2021.	Campus Leadership will provide four trainings throughout the year on Restorative Practices to support student social-emotional health	Principal,Assistant Principal,Instructional Leadership	2/26/2021	Other	0	Not Started	Through Restorative Practices and Campus Counseling the students who have duplicate office referrals will decrease by at least 10%.
13	Title I	By May 28, 2021, The 30 Health Lessons taught will increase from 80% to 90% as measured by campus completion report.	The Campus Wellness Coordinator will track the health lessons completed.	Other	5/3/2021	Other	0	Not Started	90% of all students in grades K-12 will have completed the 30 Health Lessons.
14	Title I	By May 28, 2021, The 30 Health Lessons taught will increase from 80% to 90% as measured by campus completion report.	School Administration will require IPC to have health lessons to be a part of the science plan. They will be highlighted as part of the Broad Plan.	Principal,Assistant Principal	9/28/2020	Other	0	Not Started	90% of all students in grades K-12 will have completed the 30 Health Lessons.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:



## 107 - Burton Hill ES

### → Budget Allotment Summary →

Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
\$ 18,534.00	\$ 2,172.00	-	\$ 268.00	\$ 389.00	\$ 3,309.00	\$ 77,059.00	\$ 101,731.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Bigley, Terrance

Executive Director: Todd Koppes

### Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 3,968.00	\$ 2,172.00	-	\$ 268.00	-	-	\$ 65,006.00	\$ 71,414.00
Mission	\$ 8,599.00	-	-	-	\$ 389.00	\$ 1,500.00	\$ 567.00	\$ 11,055.00
Learning Environment Goals	\$ 5,967.00	-	-	-	-	\$ 1,809.00	\$ 11,486.00	\$ 19,262.00
<b>Total Allocated</b>	<b>\$ 18,534.00</b>	<b>\$ 2,172.00</b>	<b>-</b>	<b>\$ 268.00</b>	<b>\$ 389.00</b>	<b>\$ 3,309.00</b>	<b>\$ 77,059.00</b>	<b>\$ 101,731.00</b>
<b>Percent Budgeted</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	-	-	-	-