

107-Burton Hill ES

T.M. Bigley

Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

107-Burton Hill ES

Principal: T.M. Bigley

Executive Director: Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Science

Postsecondary Readiness

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

f school. Furthermore, our mission is to implement teaching focused on all students which es

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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

YES Priority / Turnaround Plans

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.

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

2018 -2019 State Accountability Domain Scores

| | |
|--------------------------------------|-----|
| Domain 1: Student Achievement | 91% |
| Domain 2: School Progress | 88% |
| Domain 3: Closing The Gaps | 79% |

SBDM Members

| Name | Role |
|--------------------|--------------------------------|
| TM Bigley | Select |
| Stephanie Burns | Teacher |
| Diana Barberena | Teacher |
| Debra Allen | Teacher |
| Gayle Rambo | Teacher |
| Laurie Stillwell | Campus Non-Tch Prof |
| Anglea Redding | Dist Emp Relations Council Rep |
| DeLeon Addison | Parent |
| Sabrina Ball | Parent |
| Kerri Menchaca | Parent |
| Alichia Deatherage | Business Rep |
| Mike Arnett | Business Rep |
| Terry Colley | Community Rep |
| Nathan Keller | Community Rep |
| Robyn Rasberry | District-Level Staff |
| | Select |
| | Select |
| | Select |

Fort Worth ISD Mission

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

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Burton Hill Elementary School

Principal: Terrance Bigley

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|--|-------------------------------------|--|---------------------------------|--|---|--------------------------------|
| Data Sources Used Make a selection for each by choosing from the | No | Graduation | No | Feeder Pattern Analysis | No | Data Accuracy |
| | Yes | Attendance | No | Cohort Analysis | Yes | Surveys |
| | Yes | Discipline | Yes | Support Systems | No | Fund Balance |
| | Yes | Instruction | No | Intervention Services | No | Recruit & Retain Quality Staff |
| | Yes | Curriculum | No | Dropout Identification | No | VOC-Customer Feedback |
| | Yes | Student Data | Yes | Achievement Gap | No | Other - enter data source here |
| Area Reviewed | Summary of Strengths | | Summary of Needs | | Priorities | |
| | What were the identified strengths? | | What were the identified needs? | | What are we going to intervene? If addressed, this need will create the most impact. | |
| Demographics | 1. | Our campus is represented by many diverse populations that establish a strong school culture | 1. | Based on office referrals and Restorative Practice circles we have a need to support students who struggle with Social-Emotional needs inside and outside the classroom. | 1. Increase social-emotional resources, training, and supports to benefit our students, classroom instruction and overall school culture. | |
| | | | | | 2. Target At-Risk students in the areas of writing. | |
| | | | | | 3. Focus on Hispanic students in reading and math | |
| Student Achievement | 1. | Students who are not on grade level are currently in the RTI process. | 1. | 20+% of Third Grade Hispanic Students failed STAAR Reading (20%) and Math (29%) In Fourth Grade 39% of the At-Risk students failed the STAAR Writing | 4. | |
| | 2. | Fifth Grade Science STAAR increased to 93% Passing with 25% Masters an increase from 80% Passing and 5% Masters from the year prior. | 2. | Second Grade math curriculum does not prepare students for the expectations of 3rd Grade Math | 5. | |
| | 3. | Overall STAAR Levels | | | | |
| School Culture and Climate | 1. | Respect, relationships and support are | 1. | Safe Zone for Social-Emotional Students | | |
| | 2. | Students and staff feel safe at BHE. | | | | |
| | 3. | Discipline Plan is developed around | | | | |
| Staff Quality/ Professional | 1. | All staff are highly qualified. | 1. | Need for more Restorative Practice Support | | |

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|--|---|--|
| Development | 2. Teachers run PLC and Faculty Meeting PD | 2. Training for staff on emotional and others for students. |
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| Curriculum, Instruction, and Assessment | 1. Implemenation of Achieve 3000 and Smarty Ants as part of the TIER I instructional time through small group centers and computer lab time. | 1. Additional LLI Kits in order to meet all the reading pull-out needs |
| | 2. RTI Interventions for individuals and small groups | 2. Continued need for Title I assistants to provide LLI and math pullout interventions who speakEnglish and perfered bi-lingual (Spanish) |
| | 3. Phonics program as part of K-2nd TIER I | |
| Family and Community Involvement | 1. PTO is very active and supportive of student needs | 1. Volunteers not proportional to demographic |
| | 2. We have several parent/student events yearly. | 2. Need for volunteers to read and work on math with our students. |
| | 3. Student Council is active and giving back to the school and community | |
| School Context and Organization | 1. All stakeholders have the opportunity to be heard. | 1. Need for schedules that maximized learning time , teacher collaboration, and professional development |
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| | → 107-Burton Hill ES | | | | | | | |
| Budget Summary | Local (Basic Allotment) | SCE | CTE | Bilingual | Gifted & Talented | Special Education | Title I | TOTAL |
| | \$ 31,177 | \$ 3,984 | | \$ 339 | \$ 446 | \$ 2,532 | \$ 67,342 | 105,820 |

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: T.M. Bigley

Leadership Director: Xavier Sanchez

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 CEIP |
|---|--------------------------|--|-------------|-------------|-------------------|-------------------|------------------|---------------------------------|
| Student Outcome Goals | 0 | 0 | 0 | 0 | 0 | 0 | 42,617 | \$ 42,617 |
| Campus Needs - Student Achievement | 0 | 0 | 0 | 0 | 0 | 0 | 23,000 | \$ 23,000 |
| Campus Needs | 700 | 0 | 0 | 0 | 0 | 0 | 0 | \$ 700 |
| Parent/Family Engagement Health Related | 0 | 0 | 0 | 0 | 0 | 0 | 1,725 | \$ 1,725 |
| TOTAL | \$ 700 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 67,342 | \$ 68,042 |
| Allocations | 31,177 | 3,984 | - | 339 | 446 | 2,532 | 67,342 | 105,820 |
| Percent Budgeted | 2% | 0% | NA | 0% | 0% | 0% | 100% | 64% |

| Other Funding Sources | Source | PTA/PTO | Community Partner | Corporate | Non-Profit | FWCP | Focus/Priority | Total |
|-----------------------|---------------------|---------|-------------------|-----------|------------|------|----------------|-------|
| | Amount | | | | | | | \$ - |
| Allocations | Student Outcome | | | | | | | - |
| | Student Achievement | | | | | | | - |
| | Campus Needs | | | | | | | - |
| | Family/Health | | | | | | | 2,783 |

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: T.M. Bigley

Student Outcome Goals Action Plan

Leadership Director: Xavier Sanchez

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|--|--------------------|---|
| Fort Worth ISD Student Outcome Goal Alignment | Goal: | 1 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 2019. |
| | Progress Measures: | 1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019. |
| | | 1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019. |
| | | 1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019. |
| | | 1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019. |

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| Focus SMART Goal Student Achievement and Progress | Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z) | Baseline (BOY) | to Target | by Deadline |
| | 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 | 60% | 70% | EOY |
| | 1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from | 53% | 85% | EOY |
| | 1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from | 76% | 95% | EOY |
| | 1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from | 37% | 60% | EOY |
| | 1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from | 0% | 70% | EOY |

| Title I Components | PBMAS | Alignment | Expectations | | | | | Focus | |
|--------------------|---------|---|---|--|--------------------|------------------|---------|----------|--------------|
| | | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | | |
| 1 | 1, 3, 9 | LEP | Small Group Guided Reading instruction will take place four days a week for the TIER II and III students, including ELL and SPED, in each classroom, teachers will utilize the F&P and/or Lexile to measure progress. | Administration and PK-5 Classroom Teachers | Weekly | PLC | Other | \$0 | Closing Gaps |
| 2 | 2, 9 | LEP | Progress Measure 1.2b: All 2-5 students will complete at least two Achieve 3000 lessons each week. | Principal and Classroom Teachers | Weekly | Faculty Mgt | Other | \$0 | Closing Gaps |
| 3 | 1, 9 | LEP | Pull-out LLI reading instruction for TIER III students and accompanying supplies | Principal and Tutors | Daily | Pull-Out/ Vendor | Title I | \$42,617 | Closing Gaps |
| 4 | 3, 9 | LEP | 100% of students' Reading benchmarks, and interim assessments will be analyzed to determine instructional practices to be implemented whole group, small group, or individually. | Administration and Reading Teachers 1-5 | Per Administration | PLC | Other | \$0 | Closing Gaps |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: T.M. Bigley

Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

| Focus SMART Goal (Target Element Systems) | 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 60 to 70 percent. | BOY % | MOY % | EOY % | Target % | Difference |
|--|--|-------|-------|-------|----------|------------|
| Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool | | 53.0% | | | 85% | -32.0% |
| Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading | | 76.0% | | | 95% | -19.0% |
| Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading | | 0.0% | | | 70% | -70.0% |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---|---|---|------------|------------|------------|----------------------------|
| 1 SGGR for TIER II & III occurs 4 days a week | 1-(Closing Gaps) Small Group Guided Reading instruction will take place four days a week for the TIER II and III students, including ELL and SPED, in each classroom, teachers will utilize the F&P and Lexile to measure progress. | Leadership Report | On Target | | | |
| 2 Average Activities per Week FWISD standard 2 | 2-(Closing Gaps) Progress Measure 1.2b: All 2-5 students will complete at least two Achieve 3000 lessons each week. | Achieve Data Spreadsheet | On Target | | | |
| 3 Pull-out LLI reading instruction for TIER III | 3-(Closing Gaps) Pull-out LLI reading instruction for TIER III students | RTI TIER Reading Lists: 0 students assigned | On Target | | | |
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: T.M. Bigley

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

| Focus | SMART Goal | Campus Priorities | Baseline (BOY) | | | Target (EOY) | | |
|---|------------|--|----------------------|------------------|------------------------|----------------------|------------------|------------------------|
| | | | Lo/LoAve 0-49%ile | Ave 50-69%ile | HiAve/Hi 70-100%ile | Lo/LoAve 0-49%ile | Ave 50-69%ile | HiAve/Hi 70-100%ile |
| Burton Hill Elementary School will increase the overall passing rate on STAAR Math from 76% to 85% in the 4th Grade while conjunctly building foundational grade level math. | | | | | | | | |
| | Goal 1 | Students in grade 1 will have 85% of students at/or above grade-level on MAP EOY assessment. | 43.00% | 26.00% | 31.00% | | | |
| | Goal 2 | Students in grade 2 will have 85% of students at/or above grade-level on MAP EOY assessment. | 64% | 6.00% | 30.00% | | | |
| | Goal 3 | Students in grade 3 will have 85% of students at/or above grade-level on MAP EOY assessment. | 64.50% | 14.00% | 21.50% | | | |
| | Goal 4 | Students in grade 4 will have 85% of students at/or above grade-level on MAP EOY assessment. | 32.00% | 29.00% | 39.00% | | | |

| | | Alignment | Expectations | | | | | Focus → Achievement & |
|--------------------|-------|--|--|----------|-----------------|---------------|----------|-----------------------|
| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 3, 9 | LEP | 100% of students' math assessments unit tests, benchmarks, and interim assessments will be analyzed to determine instructional practices to be implemented whole group, small group, or individually. | Administration and Math Teachers K-5 | Biweekly | PLC | Other | \$0 | Closing Gaps |
| 1, 9 | LEP | Title I Tutor will pull students identified by classroom teacher for interventions based on student needs as determined by assessment analysis in grades 2-4. | Administration, 2-4 MATH Teachers, and Title I Tutor | Daily | Pull-Out | Title I | \$23,000 | Closing Gaps |
| 1, 2, 3 | | Small Group Math instruction will take place four days a week for the TIER II and III students in all grades, including ELL and SPED, in each classroom. Math teachers in grades 1-5 will utilize MAP SKILLS, Prodigy, and/or Motivation Math Workbooks. | Administration and 1-5 Math Teachers | Daily | Faculty Mgt/PLC | Other | \$0 | Closing Gaps |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: T.M. Bigley

Leadership Director: Xavier Sanchez

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|--------------------|---|
| Opportunity | Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31) |
|--------------------|---|

| Focus SMART Goal (Target Element) | Progress Monitoring (Target Element Systems) | MOY | | | EOY | | |
|--|--|--|------------------|------------------------|----------------------|------------------|------------------------|
| | | Lo/LoAve 0-49%ile | Ave 50-69%ile | HiAve/Hi 70-100%ile | Lo/LoAve 0-49%ile | Ave 50-69%ile | HiAve/Hi 70-100%ile |
| | | Students in grade 1 will have 85% of students at/or above grade-level on MAP EOY assessment. | | | | | |
| Students in grade 2 will have 85% of students at/or above grade-level on MAP EOY assessment. | | | | | | | |
| Students in grade 3 will have 85% of students at/or above grade-level on MAP EOY assessment. | | | | | | | |
| Students in grade 4 will have 85% of students at/or above grade-level on MAP EOY assessment. | | | | | | | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---------------------------------|---|-------------------------|------------|------------|------------|----------------------------|
| 1 Data Analysis | 100% of students' math assessments unit tests, benchmarks, and interim assessments will be analyzed to determine instructional practices to be implemented whole group, small group, or individually. | Refocus Plans | On Target | | | |
| 2 Math Pull-out Rotation List | Title I Tutor will pull students identified by classroom teacher for interventions based on student needs as determined by assessment analysis in grades 2-4. | Rotation List | On Target | | | |
| 3 Small Group TIER II and III | Small Group Math instruction will take place four days a week for the TIER II and III students in all grades, including ELL and SPED, in each classroom. Math teachers in grades 1-5 will utilize MAP resources, Prodigy, and/or Motivation Math Workbooks. | Leadership Data Sheet | On Target | | | |
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: T.M. Bigley

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

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|---|---|--|--|-----------------------|------------------|--------------------|-----|
| Focus SMART Goal Campus Priorities | Burton Hill will increase the overall passing rate in the STAAR 4th Grade Writing Assessment from 73% to 83% and building foundational writing skills school-wide. | | | Baseline (BOY) | to Target | by Deadline | |
| | Goal 1 | 90% of 4th Grade Students will be able to write at least 18 out of 26 lines of an expository writing by April 1, 2019. | | | 0% | 90% | EOY |
| | Goal 2 | 85% of 4th Grade Students will score 70% or higher on Editing and Revising School or District Benchmark by April 1, 2019 | | | | 85% | EOY |
| | Goal 3 | 85% of 4th Grade Students will score at least a 4 or higher on a composition School or District Benchmark by April 1, 2019 | | | 33% | 85% | EOY |
| | Goal 4 | | | | | | EOY |

| | | Alignment | | Expectations | | | | |
|---------------------------|--------------|--|--|---|----------------------------|----------------------|----------------|--------------------|
| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Focus |
| 1 | 4 | LEP | Teachers will participate in collaboration and professional development with North Hi Mount at least five times this school year prior to STAAR Writing Assessment | Principal | Completed by April 1, 2019 | Pull-Out/ PLC | Local \$700 | Tchr/Staff Quality |
| 2 | 3, 9 | LEP | Writing folders and conference logs will be checked every grading period | Administration | Each Grading Period | Faculty Mgt/PLC | Other \$0 | Tchr/Staff Quality |
| 3 | 2, 3, 9 | LEP | 4th Grade students will complete compositions (On-Demand Writing) every three-weeks based on a writing prompt beginning Sept. 14th until Thanksgiving Break, Bi-weekly following the break until February 15, 2019 and Weekly until April 5, 2019. | Administration and 4th Grade Writing Teachers | Tri-Wekly/Bi-Weekly/Weekly | Faculty Mgt/PLC | Other \$0 | Progress |
| 4 | 2, 3, 9 | LEP | Small Group Instruction for all TIER II and TIER III students at least three times a week on editing and revising skills and composition skills using Lucy Calkins pre-writing ,organization, and conferencing | Administration and 4th Grade Writing Teachers | Weekly | Faculty Mgt/PLC | Other \$0 | Closing Gaps |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: T.M. Bigley

Leadership Director: Xavier Sanchez

| Opportunity | Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31) | | | | | |
|-------------|---|--|--|--|--|--|
|-------------|---|--|--|--|--|--|

| Focus SMART Goal (Target Element) | Progress Monitoring (Target Element Systems) | BOY % | MOY % | EOY % | Target % | Difference |
|--|--|-------|-------|-------|----------|------------|
| | 90% of 4th Grade Students will be able to write at least 18 out of 26 lines of an expository writing by April 1, 2019. | 0.0% | | | 90% | -90.0% |
| | 85% of 4th Grade Students will score 70% or higher on Editing and Revising School or District Benchmark by April 1, 2019 | | | | 85% | |
| | 85% of 4th Grade Students will score at least a 4 or higher on a composition School or District Benchmark by April 1, 2019 | 0.0% | | | 85% | -85.0% |
| | | | | | 0% | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|--|--|-------------------------|------------|------------|------------|----------------------------|
| 1 Collaboration | Teachers will participate in collaboration and professional development with North Hi Mount at least five times this school year prior to STAAR Writing Assessment | Administration Log | On Target | | | |
| 2 Writing Folders and Conference Notes | Writing folders and conference logs will be checked every grading period | Administration Log | On Target | | | |
| 3 On-Demand Writings | 4th Grade students will complete compositions (On-Demand Writing) every three-weeks based on a writing prompt beginning Sept. 14th until Thanksgiving Break, Bi-weekly following the break until February 15, 2019 and Weekly until April 5, 2019. | Leadership Report | On Target | | | |
| 4 Small Group Intervention | Small Group Instruction for all TIER II and TIER III students at least three times a week on editing and revising skills and composition skills. | Leadership Report | On Target | | | |
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: T.M. Bigley

Leadership Director: Xavier Sanchez

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

| Focus SMART Goal | REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL | | | Baseline (BOY) | to Target | by Deadline | |
|-------------------|---|---|--|----------------|-----------|-------------|--------|
| | REQUIRED ONE HEALTH RELATED GOAL | | | | | | |
| | Goal 1 | Burton Hill Elementary will create a Hispanic Focus Group. The Focus Group will meet four times throughout the school year to provide feedback and ideas for improving parent involvement from Hispanic families. | | | 0% | 100% | 17-May |
| | Goal 2 | Burton Hill Elementary School will focus on the social/emotional needs of the students by participating in at least four professional development trainings for the teachers to meet the mental health needs of the students. | | | 0% | 100% | 17-May |
| | Goal 3 (Optional) | | | | | | |
| Goal 4 (Optional) | | | | | | | |

| Title I Component | PBMAS | Alignment | | Expectations | | | | | |
|-------------------|-------|---|---|---------------------------------------|-----------|-----------------|---------|---------|--------|
| | | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Focus | |
| 1 | 6 | LEP | By September 28th the Parent Liaison will create a Hispanic Focus Group that consists of at least 5 Latino individuals. | Parent Liaison and Principal | 28-Sep-18 | After Sch | Other | \$0 | FAMILY |
| 2 | 6 | LEP | During each meeting ideas will be shared for increasing parent involvement in the school and how the school can best serve the Hispanic community | Parent Liaison and Principal | 17-May-19 | After Sch | Other | \$0 | FAMILY |
| 3 | 6 | LEP | We will implement at least one suggestion from the Focus Group to help improve Hispanic community relationships including RIF | Parent Liaison and Principal | 4/30/2018 | After Sch | Other | \$2,783 | FAMILY |
| 4 | 3, 4 | SPED | Teachers will participate in two refresher Restorative Practice Trainings | Administration and RP Representative | 9/28/2018 | Faculty Mgt | Title I | \$1,725 | HEALTH |
| 5 | 3,4 | SPED | Motor Lab will be set up in counselor office. Teachers will be trained on using the new motor lab and the procedures for it. | Administration | 9/28/2018 | Faculty Mgt/PLC | Other | \$0 | HEALTH |
| 6 | 3,4 | SPED | All Teachers will have Respect agreements posted in the classroom and participate in a weekly circle time. | Administration and classroom teachers | 24-May-19 | Faculty Mgt | Other | \$0 | HEALTH |
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