

169-Sunrise-McMillan ES

LaTres Cole

Shawn Buchanan

2018-19 Schoolwide Programs: Campus Improvement Plan

169-Sunrise-McMillan ES

Principal: LaTres Cole

Executive Director: Shawn Buchanan

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

owers and challenges all students to be successful through collaborative learning. Our vision

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

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

the Fort Worth ISD School Board;

the Texas Education Code;

Title I, Part A; and

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	57
Domain 2: School Progress	75
Domain 3: Closing The Gaps	66

SBDM Members

Name	Role
LaTres Cole	Select
Shayla Sharp	Select
Mar-Tavia Badger	Teacher
Nakia Cole	Community Rep
Krystal Cryer	Teacher
Christine Dixon	Campus Non-Tch Prof
Brytani Golightly (Sykes)	Additional Appointed Rep
Kimberly Land	Teacher
LaTonya Mason	Parent
Angela Mitchell	Business Rep
Shaunda Morrow	District-Level Staff
Mary Mosley	Teacher
Stacy Price	Community Rep
Joanna Rivera	Business Rep
Tonja Sloan	Parent
Vanessa Valasquez	Parent
Lisa Willson	Business Rep
	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: Sunrise McMillan Elementary School #169

Principal: LaTres Cole

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.																																				
Data Sources	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;">No</td><td>Graduation</td></tr> <tr><td>Yes</td><td>Attendance</td></tr> <tr><td>Yes</td><td>Discipline</td></tr> <tr><td>Yes</td><td>Instruction</td></tr> <tr><td>Yes</td><td>Curriculum</td></tr> <tr><td>Yes</td><td>Student Data</td></tr> </table>	No	Graduation	Yes	Attendance	Yes	Discipline	Yes	Instruction	Yes	Curriculum	Yes	Student Data	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;">No</td><td>Feeder Pattern Analysis</td></tr> <tr><td>No</td><td>Cohort Analysis</td></tr> <tr><td>Yes</td><td>Support Systems</td></tr> <tr><td>Yes</td><td>Intervention Services</td></tr> <tr><td>No</td><td>Dropout Identification</td></tr> <tr><td>Yes</td><td>Achievement Gap</td></tr> </table>	No	Feeder Pattern Analysis	No	Cohort Analysis	Yes	Support Systems	Yes	Intervention Services	No	Dropout Identification	Yes	Achievement Gap	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;">No</td><td>Data Accuracy</td></tr> <tr><td>Yes</td><td>Surveys</td></tr> <tr><td>Yes</td><td>Fund Balance</td></tr> <tr><td>Yes</td><td>Recruit & Retain Quality Staff</td></tr> <tr><td>No</td><td>VOC-Customer Feedback</td></tr> <tr><td>No</td><td>Other - enter data source here</td></tr> </table>	No	Data Accuracy	Yes	Surveys	Yes	Fund Balance	Yes	Recruit & Retain Quality Staff	No	VOC-Customer Feedback	No	Other - enter data source here
No	Graduation																																						
Yes	Attendance																																						
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No	Other - enter data source here																																						
Demographics	<ol style="list-style-type: none"> 1. We currently have 370 students, which allows the teacher/student ratio to be lower in most grade levels. 2. 100% of the core teaching positions were filled throughout the 2017-2018 school year. At the end of the 2016-2017 school year, the teacher turn over rate was less than the 	<ol style="list-style-type: none"> 1. The 2017-2018 school enrollment has decreased by 21%. Throughout most of the 2017-2018 school year, the student mobility rate remains high ranging between 29 - 36%. The YTD average daily attendance is 94.8%. Since the past 3 years, late 2. Students are being underidentified in Gifted and Talented, Special Education, and Dyslexia 3. During the 2017-2018 school year, 77% of the core instructional teachers have 1-4 years of experience, which requires additional support to increase teacher quality in order to impact student performance 	<ol style="list-style-type: none"> 1. Establish an awareness system that communicates the expectations to all stakeholders. 2. Establish a fluent system that hold all stakeholders accountable for implementing and monitoring the process. 3. Support the teachers to improve teacher quality and student performance. 																																				

Student Achievement	1.	According to the 2016-2017 STAAR accountability data, our campus continues to make progress in Index II- Student Progress and Index IV - Post	1.	According to the 2016-2017 STAAR accountability data, our campus did not meet the standard for Index I - Student Achievement and Index III - Achievement Gap.	<p>4. Create systems that support, recognize, and monitors student/ teacher growth.</p> <p>5. Establish a supportive learning community that continuously seeks to enhance the content knowledge and expertise of all stakeholders.</p> <p>6. Establish and environment that is conducive to attaining all of our achievement goals.</p>
	2.	The students and staff have become familiar and more comfortable using Smarty Ants & Achieve 3000.	2.	Student usage of the Spanish version of Smarty Ants remain low in the Pre K & Kindergarten classes. Many students remain below grade level.	
	3.	Students participating in the Corrective Reading/Reading Mastery /LLI programs are making progress toward reading on grade level, according to the MOY	3.	Students that are below grade level continue to struggle at meeting the Student Achievement standard.	
School Culture and Climate	1.	The campus is on its 2nd year of Restorative Practice.	1.	This year's campus discipline data is slightly below last years.	<p>7. Refinement systems that enhances relationship by clarifying expectations and utilize qualified personell to support the growth of all</p> <p>8. Improve instructional practices through ongoing planning, modeling, coaching and training utilizing qualified personnel.</p> <p>9. Establish relevent incentive programs that motivates improvement in academics, behavior, attendance, and participation.</p>
	2.	Staff and student participate in daily CIRCLES to build and sustain positive relationships.	2.	High number of our students that have experienced severe trauma with social, emotional, and behavioral issues that go unsupported. Approximately 7% of our students have been diagnosed with ADHD, Mood Disorder, Disruptive Mood Dysregulation, and/or Bipolar.	
	3.	The campus recognizes selected students, teacher, staff, and grade level of the month to boost morale.			
Staff Quality/ Professional Development	1.	Teachers engage in weekly PLCs with the administrators and/or content instructional support staff to improve teacher quality and increase student	1.	Some teachers lack sound instructional practices designed to keep students engaged, collaborating, and mastering taught SEs.	

			<ol style="list-style-type: none"> Some teachers lacked strategies to address the social, emotional, and behavioral needs of some of our students, which was evident in their classroom management systems.
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> The teachers have become proficient in utilizing the Curriculum Framework to plan and prepare lessons. 		<ol style="list-style-type: none"> The mis-alignment of classroom activities, questioning level, and mastery of learning assessments to the TEKS/SE.
			<ol style="list-style-type: none"> Obstacles from the transitioning from the old to new curriculum and department support.
Family and Community Involvement	<ol style="list-style-type: none"> The staff participated in monthly family nights to build relationship. This year our campus hosted its first Mother/Son Dance which was organized by the counselor. 		<ol style="list-style-type: none"> Many of the parent training/workshops coordinated by the Family Communication Liaison had minimum participation.
	<ol style="list-style-type: none"> Forest Hill Church of Christ was an active financial partner of the campus sponsoring all of the A/B Honor Roll Breakfasts and 4th Grade Writing Camp. 		<ol style="list-style-type: none"> Minimal number of partners to support the campus needs.
School Context and Organization	<ol style="list-style-type: none"> The SBDM Committee was active with one community and business member. 		<ol style="list-style-type: none"> Our student council lacked active participation in the decision making process and service projects.
	<ol style="list-style-type: none"> RTI system continues to improve. The process is 		<ol style="list-style-type: none"> Teacher /Student Mentors wasn't impactful due to the lack of



		169-Sunrise-McMillan ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 22,376	\$ 3,444		\$ 553	\$ 137	\$ 819	\$ 109,764

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

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	18,746	0	0	0	0	0	57,862	\$ 76,608
Campus Needs - Student Achievement	7,126	0	0	0	0	0	61,057	\$ 68,183
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	10,622	\$ 10,622
TOTAL	\$ 25,872	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,541	\$ 155,413
Allocations	22,376	3,444	-	553	137	819	109,764	137,093
Percent Budgeted	116%	0%	NA	0%	0%	0%	118%	113%

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							3,112

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

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.

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	58%	65%	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	59%	70%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	52%	65%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from		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		60%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3, & 9	LEP	Designated tested students reading below grade level in 3rd - 5th grade will participate in the Corrective Reading Program to increase reading fluency and comprehension.	Designated Teachers, Teacher Assistant, Instructional Coach, and Data Analyst	Sept. 2018 - May 2019	Pull-Out	Title I	\$ 21,089.00	Progress
1,2,3, & 9	LEP	Designated tested students reading below grade level in 2nd grade will participate in Reading Mastery to increase phonics, fluency, and/ or comprehension.	Designated Teachers and Librarian	Sept. 2018 - May 2019	Pull-Out			Progress
1,2,3, & 9	LEP	New and returning teachers in grade Kindergarten through 2nd grade will attend the Neuhaus trainings to increase the phonic awareness and phonics skills of students.	Designated Teachers and Instructional Coach	Sept. 2018 - May 2019	Pull-Out/ PLC			Tchr/Staff Quality
1,2,3,4, & 9	LEP	The teachers and computer lab asst. will continue to enhance their content knowledge and expertise by receiving ongoing training over Achieve 3000 and SmartyAnts in order to deliver effective lesson and monitor the progress of their students.	Teachers, Administrators, Computer Lab Asst. and District Achieve 3000/Smarty Ants Representative	Sept. 2018 - May 2019	Faculty Mgt/PLC	Title I	\$ 36,773.00	Achievement

5	1,2,3, 4, & 9		The teachers will participate in ongoing Professional Learning Communities focused on standard alignment, assessments, instructional practices and self reflection and monitoring with students and teachers .	Administrators, Teachers, Instructional Coach, Teacher on Special Assignment, and Data Analyst.	Sept. 2018 - May 2019	Faculty Mgt/PLC	Local	\$ 4,846.00	
6	1,2,3, & 9		Utilize the Instructional Coach and Teacher on Special Assignments to support best practice strategies through planning, observing, modeling, co-teaching, and coaching sessions.	Administrators, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019	PLC	Local	\$ 12,400.00	
7	1,2,3, & 9	LEP	Students in grades K-5th will participate in a Campus Wide Interventions from 8:30 until 9:10 a.m. which will provide additional support in Reading, Math, and Science (5th Grade Only). The intervention will be monitored by the administrators.	Teachers, Instructinal Partners, Data Analyst, Computer Lab Asst., TOSA, and Instructional Coach	Sept. 2018 - May 2019	PLC			
8	1,2,3, & 9		Students in grades 2 through 5 will engage in a weekly self reflection activity by setting goals and tracking weekly performance in their Achieve 3000 Data folder.	2nd - 5th Grade Teachers, Administrators, Data Analyst, Computer Lab Asst. and Instructional Coach	Sept. 2018 - May 2019	PLC	Local	\$ 1,500.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: LaTres Cole

Student Outcome Goals Progress Monitoring

Leadership Director: Shawn Buchanan

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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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 58 to 65 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				70%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				65%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				60%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 BOY, MOY, & EOY Assessment	1-(Progress) Designated tested students reading below grade level in 3rd - 5th grade will participate in the Corrective Reading Program to increase reading fluency and comprehension.	100% of the students in 3rd-5th grade will be tested to identify the need for CR support.				
2 BOY, MOY, & EOY Assessment	2-(Progress) Designated tested students reading below grade level in 2nd grade will participate in Reading Mastery to increase phonics, fluency, and/or comprehension.	100% of the students in 2nd grade will be tested to identify the need for RM support.				
3 District/Campus assessments: Smarty Ants lessons, and walk-throughs	3-(Tchr/Staff Quality) New and returning teachers in grade Kindergarten through 2nd grade will attend the Neuhaus trainings to increase the phonic awareness and phonics skills of students.	100% of the new teacher will receive the full training, while returning teacher receive the refreshers.				
4 BOY, MOY, & EOY Assessment	4-() The teachers and computer lab asst. will continue to enhance their content knowledge and expertise by receiving ongoing training over Achieve 3000 and SmartyAnts in order to deliver effective lesson and monitor the progress of their students.	100% of the teachers will participate in the Achieve 3000/ Smarty Ants training.				
5 PLC Sign-in logs and walk-throughs	5-() The teachers will participate in ongoing Professional Learning Communities focused on standard alignment, assessments, instructional practices and self reflection and monitoring with students and teachers .	All teacher will participate in bi-weekly Administrative Grade Levely PLCs focused on data and instructional strategies.				
6 Support Calendars, Leadership Meeting, & walk-throughs	6-() Utilize the Instructional Coach and Teacher on Special Assignments to support best practice strategies through planning, observing, modeling, co-teaching, and coaching sessions.	3-4 teachers will be supported weekly to provide targeted instructional practices.				

7	Walk-throughs and progress monitoring	7-() Students in grades K-5th will participate in a Campus Wide Interventions from 8:30 until 9:10 a.m. which will provide additional support in Reading, Math, and Science (5th Grade Only). The intervention will be monitored by the administrators.	100% of the instructional staff will provide small group, targeted instruction during the campus intervention time.				
8	Student Data Binders with tracking sheets	8-() Students in grades 2 through 5 will engage in a weekly self reflection activity by setting goals and tracking weekly performance in their Achieve 3000 Data folder.	100% of the students in grade 2-5 will maintain an Achieve 3000 folder.				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: LaTres Cole

Campus Needs - Student Achievement Action Plan

Leadership Director: Shawn Buchanan

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	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	By June 2019, African American students in grades 4 and 5 approaching reading score will increase to 65% as measured by the Reading STAAR test (data taken from the 2018 3rd and 4th grade AA reading scores).		51.00%					
Goal 2	By May 2019, students in grade 2 through 5 will gain an average of 200 Lexile points as measured by the Achieve 3000 data.			197L				
Goal 3	By June 2019, students in grade 4 will increase the approaching writing score to 60% as measured by the Writing STAAR test.¶		49.00%					
Goal 4	By June 2019, African American students in grade 5 will increase the approaching Math score to 50% as measured by the Math STAAR test (data taken from the 2018 4th grade AA math score).¶		29.00%					

Alignment

Expectations

Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1 8, & 9		The teachers will participate in on-going Data PLCs to monitor all assessment data. In addition, teachers will analyze student work samples, data binders, and discuss best practice strategies to provide daily intervention and monitor the students' progress. The Campus Testing Coordinator will collect, compile, prepare and distribute assessments/data in order to facilitate the Data PLCs	Administrators, Teachers, Teacher Assistant, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019	Pull-Out/ PLC	Title I	\$ 61,057.00	
2 3	LEP	Increase Teacher Quality by utilizing the Instructional Coach and Teachers on Special Assignment to promote best practice strategies through planning, observing, modeling, co-teaching, and coaching sessions.	Administrators, Teachers, Teacher Assistant, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019	Pull-Out/ PLC	Local	\$ 7,126.00	
3 4	LEP	The teachers and instructional partners will support struggling students in grades K-5th during the Campus Wide Interventions time which will be monitored by the administrators. The Content Teachers on Special Assignment and Teacher Asst. will also be utilized to support classroom instruction through push in small group instruction and pull out interventions.	Administrators, Teachers, Teacher Assistant, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019	Pull-Out			
4 5		Utilize vertical articulation meeting to analyze the standards and develop an instructional planning calendar, which will ensure the planning of effective lessons using Instructional practices that will actively engage all students through collaborations and cooperative learning.	Administrators, Teachers, Teacher Assistant, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Aug. 2018 - May 2019	Pull-Out/ PLC			

3		Conduct ongoing walk-throughs and learning walks and, provide immediate feedback and/or coaching sessions.	Administrators, Teachers, Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019	Pull-Out			
6								
9		The Fort Worth After School program will be redesigned to support students in reading, math, and science by providing enrichment activities.	Administrators, FWAS Site Coordinator, FWAS Teachers	Sept. 2018 - May 2019	After Sch/ Vendor			
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	By June 2019, African American students in grades 4 and 5 approaching reading score will increase to 65% as measured by the Reading STAAR test (data taken from the 2018 3rd and 4th grade AA reading scores).						
	By May 2019, students in grade 2 through 5 will gain an average of 200 Lexile points as measured by the Achieve 3000 data.						
	By June 2019, students in grade 4 will increase the approaching writing score to 60% as measured by the Writing STAAR test.¶						
	By June 2019, African American students in grade 5 will increase the approaching Math score to 50% as measured by the Math STAAR test (data taken from the 2018 4th grade AA math score).¶						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 PLC Agendas, Sign-in sheets, Lesson Plans, and Walk throughs	1 - () The teachers will participate in on-going Data PLCs to monitor all assessment data. In addition, teachers will analyze student work samples, data binders, and discuss best practice strategies to provide daily intervention and monitor the students' progress. The Campus Testing Coordinator will collect, compile, prepare and distribute assessments/data in order to facilitate the Data PLCs	100% of the teachers will complete the data self reflecting sheet while participating in the data PLCs.				
2 Support Calendars, Leadership Meeting, & walk-throughs	2 - () Increase Teacher Quality by utilizing the Instructional Coach and Teachers on Special Assignment to promote best practice strategies through planning, observing, modeling, co-teaching, and coaching sessions.	Classroom visits will reveal 90% of the identified teachers will implement the targeted strategies into the teaching and learning.				
3 Progress Monitoring, Support Calendars, & walk-throughs	3- () The teachers and instructional partners will support struggling students in grades K-5th during the Campus Wide Interventions time which will be monitored by the administrators. The Content Teachers on Special Assignment and Teacher Asst. will also be utilized to support classroom instruction through push in small group instruction and pull out interventions.	100% of the teachers will intervene with students during the Campus Wide Intervention time.				
4 PLC Agendas, Sign-in sheets, Lesson Plans, and Walk throughs	4 - () Utilize vertical articulation meeting to analyze the standards and develop an instructional planning calendar, which will ensure the planning of effective lessons using Instructional practices that will actively engage all students through collaborations and cooperative learning.	95% Teachers will participate in Vertical Articulation PLCs and create engaging lessons				

5	PLC Agendas, Sign-in sheets, and Walk throughs	5 - () Conduct ongoing walk-throughs and learning walks and, provide immediate feedback and/or coaching sessions.	100% of the core teachers will receive classroom visits by the administrators and instructional support teachers.				
6	FWAS Schedule	6 - () The Fort Worth After School program will be redesigned to support students in reading, math, and science by providing enrichment activities.	FWAS program of service will indicated scheduel change.				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

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	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	By June 2019, out of school suspension will decrease by 15% as measured by FOCUS dicipline data			77%	65%	EOY
	Goal 2	By June 2019, discipline incidents will decrease by 15% as measured by FOCUS dicipline data			137%	116%	EOY
	Goal 3	By June 2019, student attendance will increase by 2% as measured by FOCUS attendance data			93%	95%	EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 4, & 9		The campus staff will participate in ongoing training over Restorative Practices, Trust Based Relational Intervention, and De-escalation to receive best practice strategies to support the social and emotional needs of our students who have experienced trauma. The implementations of the strategies and practices will be monitored during classroom visits	Adminstrators, Teachers, Teacher Assistant Instructional Coach, Teacher on Special Assignment, and Data Analyst	Aug. 2018 - Nov. 2018				
1, 2,, & 9		The counselor will create a CIRCLE time calendar of the targeted social and emotional topics. The topics will be discussed daily during the Campus Wide Circle time (8:00 - 8:20a.m.). The teachers will allow students to establish the topics of discussion on Mondays, Wednesdays, & Fridays. Conduct ongoing CIRCLES to build and restore relationships.	Adminstrators, Teachers, Teacher Assistant Instructional Coach, Teacher on Special Assignment, and Data Analyst	Aug. 2018 - May 2019				
1, 2, & 9		The campus will establish a positive behavior support team (PBS). The administrators, along with the PBS team will analyze various data (i.e. discipline, counselor support, and FRC referrals) to identify students who have experienced trauma. The PBS team will be responsible for analyzing the current discipline data, collaborate with the staff, and construct/ implement strategies to address identified campus needs. Utilize a behavioral consultant to support male students through social/emotional guidance lessons, mentoring, observing, and participating in outside activities to build character.	Adminstrators, Teachers, Teacher Assistant Instructional Coach, Teacher on Special Assignment, and Data Analyst	Sept. 2018 - May 2019				

4	9	Identified grade levels will participate in peer to peer mentoring/tutoring	Adminstrators, Teachers, and Teacher Assistant	Oct. 2018 - May 2019					
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By June 2019, out of school suspension will decrease by 15% as measured by FOCUS discipline data				65%	
	By June 2019, discipline incidents will decrease by 15% as measured by FOCUS discipline data				116%	
	By June 2019, student attendance will increase by 2% as measured by FOCUS attendance data				95%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Eduphoria Report, PLC Agenda, Sign in sheet, & Walk-throughs	1-() The campus staff will participate in ongoing training over Restorative Practices, Trust Based Relational Intervention, and De-escalation to receive best practice strategies to support the social and emotional needs of our students who have experienced trauma. The implementations of the strategies and practices will be monitored during classroom visits	100% of the classroom teachers will be trained to implement the RP strategies.				
2 Walk-throughs & Weekly Announcements	2-() The counselor will create a CIRCLE time calendar of the targeted social and emotional topics. The topics will be discussed daily during the Campus Wide Circle time (8:00 - 8:20a.m.). The teachers will allow students to establish the topics of discussion on Mondays, Wednesdays, & Fridays. Conduct ongoing CIRCLES to build and restore relationships.	100% of the classroom teachers will consistently conduct CIRCLES				
3 PBS Agendas & Sign in Sheets	3-() The campus will establish a positive behavior support team (PBS). The administrators, along with the PBS team will analyze various data (i.e. discipline, counselor support, and FRC referrals) to identify students who have experienced trauma. The PBS team will be responsible for analyzing the current discipline data, collaborate with the staff, and construct/ implement strategies to address identified campus needs. Utilize a behavioral consultant to support male students through social/emotional guidance lessons, mentoring, observing, and participating in outside activities to build character.	Each Six Weeks the PBS team will present data and strategies to the staff.				

Sign up Sheet

4-() Identified grade levels will participate in peer to peer mentoring/tutoring

There will be a 15% decrease in office referrals for the assigned students

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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: LaTres Cole

Leadership Director: Shawn Buchanan

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	to Target	by Deadline	
	REQUIRED ONE HEALTH RELATED GOAL			(BOY)			
	Goal 1	By May 2019, participants in the Family Literacy and Math/Science night events will increase by 10% as measured by the sign in log data			12%	25%	31-Mar
	Goal 2	100% of the students will participate in the FitnessGram and 100% of the teachers and parents will receive a report of the results.			50%	100%	31-Mar
	Goal 3 (Optional)	By June of 2019, the students at Sunrise McMillian will increase the annual attendance rate by 3% as measure by the FOCUS attendance report.			93%	96%	3-Jun
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		The FCL and/or staff members will coordinate parental workshops, programs and family nights to increase parental involvement and build stronger relationships.	Family Communication Liaison, Parent as Teachers, Coordinating Teachers, Administrators	Sept. 2018 - June 2019	After Sch/ Vendor	Title I	\$ 10,622.00	
2		Create monthly newsletters to inform the school community of upcoming events and campus information.	Administrators and Administrative Associate	Aug. 2018 - May 2019	After Sch/ Vendor			
3		Utilize the Parentlink , Remind app, Facebook, Class DOJO, FWISD app, and webpage to provide information and a calendar of events.	Administrators, TOSA, and Teachers	Aug. 2018 - June 2019	After Sch/ Vendor			
4		The P.E. teacher will participate in a data PLC with the leadership team to review the FitnessGram assessment data.	Physical Education Teacher, Health & P.E. Dept., Data Analyst, and Administrator	Oct. 2018 - Jan. 2019	PLC			
5		The P.E. teacher will go over the FitnessGram results with the staff during a Staff PLC Meeting.	Physical Education Teacher, Health & P.E. Dept., Data Analyst, and Administrator	Oct. 2018 - Jan. 2019	PLC			
6	3	Assign a new School Wellness Coordinator with an active SWAT committee	SWAT Coordinator and SWAT Committee	Aug. 2018 - May 2019	PLC			

7	8	The PTO will increase its membership	PTO president & Teacher coordinator	Aug. 2018 - June 2019	Faculty Mgt			
8		Establish an attendance monitoring system that identifies students with chronic absences and perfect attendance. Create a plan that includes home visits, conferences, recognition, and rewards.	Attendance committee, Clerk, Administrators, Teachers, Student support Interventionist, and Counselor.	Sept. 2018 - June 2019	Faculty Mgt	Other	\$ 3,112.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: LaTres Cole

Leadership Director: Shawn Buchanan

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
	By May 2019, participants in the Family Literacy and Math/Science night events will increase by 10% as measured by the sign in log data				25%	
	100% of the students will participate in the FitnessGram and 100% of the teachers and parents will receive a report of the results.				100%	
	By June of 2019, the students at Sunrise McMillian will increase the annual attendance rate by 3% as measure by the FOCUS attendance report.	96.0%			96%	0.0%
				0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Parental Sign in Sheets	1-0) The FCL and/or staff members will coordinate parental workshops, programs and family nights to increase parental involvement and build stronger relationships.	Parent Involvement Activities will increase by 10%				
2 Newsletters	2-0) Create monthly newsletters to inform the school community of upcoming events and campus information.	Newsletters will be distributed to 100% of the students				
3 Parentlink tracker, Facebook data, Website and Remind App history.	3-0) Utilize the Parentlink , Remind app, Facebook, Class DOJO, FWISD app, and webpage to provide information and a calendar of events.	100% of the school community with active accounts will be informed				
4 FitnessGram Data	4-0) The P.E. teacher will participate in a data PLC with the leadership team to review the FitnessGram assessment data.	100% of the classroom teachers will be informed of the data				
5 FitnessGram Data	5-0) The P.E. teacher will go over the FitnessGram results with the staff during a Staff PLC Meeting.	100% of the classroom teachers will be informed of the data				
6 Sign up form, Agenda, and Wellness Activities	6-0) Assign a new School Wellness Coordinator with an active SWAT committee	50% Increase IN Wellness Meetings and Activities				
7 Membership Data	7 - 0) The PTO will increase its membership	50% increase in PTO members				

8	Attendance Dat	8 - () Establish an attendance monitorig system that identifies students with chronic absences and perfect attendance. Create a plan that includes home visits, conferences, recognition, and rewards.	3% increase in attendance					
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