

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 169 - Sunrise-Mcmillan ES

Principal: Cole, Latres

Executive Director: Shawn Buchanan

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 2019.

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 2019.

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 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 94.9
Special Education: 3.6
Dual Language/ESL: 28.4
Gifted and Talented: 4.7

Career and Technology: 0
Percentage of at-risk students: 75.2
Percentage of English Language (EL) students: 27.6
Percentage of economically disadvantage students: 94.6

2019-2020 Campus Site-Based Committee

Name	Role
LaTres Cole	Principal
Shayla Sharp	Other
Krystal Cryer	Teacher
Racquel Holt	Teacher
Mary Mosley	Teacher
Britany Oliver	Teacher
Nakia Cole	District Level Staff
Victor James	Campus Non-Teacher Professional
Don Ward	Additional Representative Appointment
Iris Walker	Community Representative
Sherlon Allen	Community Representative
Lisa Wilson	Business Representative
Dr. Angela Mitchell	Business Representative
Vanessa Valasquez	Parent
Tonja Sloan	Parent
LaTonya Mason	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Sunrise-Mcmillan ES. The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, 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: Student Achievement 57	72 - Met Standard
Domain 2: School Progress 75	
Domain 3: Closing The Gaps 66	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 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 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 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. The Dual Language Program is added to an additional grade level each year to help broaden the diversity within our student population.	1. Based on Focus Report, PLCs, and Walk-throughs, professional developments and classroom environment should be culturally relevant and responsive to reflect and serve the student population. 2. Based on VOLY and event logs, a need to increase school/parent relationship by obtaining parental buy-in and involvement through meaningful family nights, targeted orientations, open communication, and timely translated materials. 3. Based on the staff roster, there was a 4 to 8 increase in the teacher turnover rate for the 2018-2019 school year which requires the leadership team to redeliver previously delivered training to sustain campus wide systems and effective instructional practices. This causes limited teacher efficacy. 4. As of March 4, 2019, the YTD average daily attendance is 94.8%, which is less than our annual goal of 96%. With the change in the school's start time, there has been an increase in late arrives, as well as early departures.	1. Resources will be used to meet the instructional needs of all students.
	2. This year our teacher/student ratio was lower than previous years.		2. Resources will be used to enhance teacher quality and leadership effectiveness to address the instructional and social needs of the students.
	3. 100% of the teachers have received the two day Restorative Practice training and incorporates daily CIRCLES at the beginning of the school year.		3. Build positive relationships with all stakeholders to enhance the school culture to support the development of all students..
	4. The attendance rate for the 2018-2019 school year has shown a slight increase.		4.
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Student Achievement	1. The campus continues to implement restorative practices, de-escalation, and TBRI strategies to support students and the learning environment.	1. Based on the Review 360 & Focus data, many students fail to incorporate learned behavioral techniques when they experience anger or become emotional. 2. Based on the Student Assessment of Coping Skills, campus surveys, and discipline reports, student trauma and negative behavior continues to impact the culture and climate of the school 3. Based on campus survey, a need for increased engagement opportunities for campus stakeholders to feel more appreciated and connected which will strengthen staff and student attendance and performance rate.	
	2. The PBIS committee helps to reinforce positive behaviors with various incentives.		
	3. The hospitality committee has planned engaging staff activities to bring the campus closer together		
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			4.
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School Culture and Climate	1.	The campus continues to implement restorative practices, de-escalation, and TBRI strategies to support students and the learning environment.	1.	Based on the Review 360 & Focus data, many students fail to incorporate learned behavioral techniques when they experience anger or become emotional.
	2.	The PBIS committee helps to reinforce positive behaviors with various incentives.	2.	Based on the Student Assessment of Coping Skills, campus surveys, and discipline reports, student trauma and negative behavior continues to impact the culture and climate of the school.
	3.	The hospitality committee has planned engaging staff activities to bring the campus closer together	3.	Based on campus survey, a need for increased engagement opportunities for campus stakeholders to feel more appreciated and connected which will strengthen staff and student attendance and performance rate.
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Staff Quality/ Professional Development	1.	The teacher participate in authentic collaborative planning sessions and dialogue with peer groups to determine purposeful, relevant, and differentiated approaches to teaching "multiple grade level" content.	1.	Based on walk-throughs, some teachers lack experience in dealing with the student demographics in our area, causing an inability to relate to students, having high classroom tension, and effectively managing classroom behaviors.
	2.	Selected teacher participated in the eGrow Engage2Learn to plan for and address professional growth goals for the 2018-2019 school year.	2.	Based on surveys and collaboration sessions, new teachers become overwhelmed with the expectations of the district and campus. Some teachers lack the skill set to deal with escalating behavior.
	3.	The teachers participated in various trainings to support the needs of our students who have experienced trauma, but lack coping skills. In addition, our Student Support Interventionist support the social, emotional, and behavioral needs of our students through individual, peer, or group counseling.	3.	Based on walk-throughs, some teacher lacked strategies to address the social, emotional, and behavioral need of some of our students, which was evident in their classroom management systems.
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Curriculum, Instruction, and Assessment	1.	The teacher participated in vertical planning sessions to create their Instructional Planning Calendars which outlines the TEKS that are scheduled to be taught during the upcoming six weeks. The vertical planning sessions are beginning to create a campus wide norm for teaching and learning.	1.	The transition to the new curriculum in Its Learning and the Learning Model has been a challenge for the teachers. The format of the Curriculum framework for ELA in "Its Learning: makes it difficult to target specific TEKS in writing.
	2.	Teachers are provided allotted time to analyze assessments data and student work to plan lessons based on the unmastered concepts/SEs.	2.	.The district lacks consistent Reading, Writing, Science, and Math assessments for the lower grade levels. The importance of Writing and accountability component is from the district in 3rd grade due to the lack of assessments.
	3.	The teachers are knowledgeable of the various formative assessment and how to incorporate them into the teaching and learning.	3.	Based on staff rosters and state data, the teacher turnover rate make it difficult to sustain instructional practices needed to ensure ongoing growth and achievement
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Family and Community Involvement	1.	During the 2018-2019 school year, many of the family night events were well attended.	1.	Based on sign in logs, some of the events were not attended by the parents as much as others due to the multitude of family nights.
	2.	Community partners helps with funding for our Honor Roll Breakfast, Writing Campus, Achieve 3000 clip movement, DOJO parties, and Thanksgiving Dinner giveaway.	2.	Low number of community partnerships, active PTO members, and parent volunteers make it difficult for the school to obtain needed resources to support and encourage our students and staff members.
	3.	Many parents participated in our Mandatory Parent / Teacher Report Card conferences in the Fall and Spring. The Student Support Interventionist and Family Communication Liaison conducted homevisits to some of the parents who did not participate.	3.	Some of our Spanish speaking families are reluctant to participate in school events due to limited English or struggling with Literacy. In addition, many of our students have experience trauma, yet they have limited coping skills.
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School Context and Organization	1.	The SBDM Committee is active in making key decision.	1.	The parent on the SBDM are not actively involved in attending the monthly meeting or providing input on decision about the school.
	2.	The PBIS committee is active and meets on an ongoing bases. Students are incentivized for maintaining good behavior and attendance.	2.	The campus lacks the consistent delivery of monthly discipline data, reflection scenarios, and progress measurement toward our goal to hold all stakeholders accountable.
	3.	The student council, flag/safety team, and ambassadors groups are actively involved in supporting the positive climate of the campus.	3.	Although there was an increase from last year, the Community Service projects established by the student council members lacked good school participation.
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Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 169 - Sunrise-McMillan ES

Principal: Cole, Latres

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	51.06	27.66	14.89	45%	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)				65%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Utilize the Leveled Literacy Intervention program to target AA students in grade 3 through 5, who are experiencing reading and writing difficulties to increase literacy achievement by 3 levels.	(1). The Response to Intervention Department / Instructional Coach will provide in depth training to designated personnel over the Leveled Literacy Intervention (LLI) program to support struggling readers in grades 3 through 5. (2). The student will be assessed and grouped according to their level. (3). Identified Instr. support staff will provide intervention lessons to support the students that are far below grade level. (4). Identified students will be assessed at the BOY, MOY, and EOY.	Other	9/30/2019	Bilingual	486		
2	Title I Students in grades K - 2 will increase their fluency rate by participating in the MAP Reading Fluency	(1). The teachers and administrators will participate in ongoing training to become proficient users, managers, teachers, and facilitators of the MAP Reading. (2). Students will be assessed using the MAP Reading Fluency and levels will be determined. (3). The teacher will target specific SEs to support the students' learning.	Teacher(s)	3/27/2020				
3	Title I Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, and self-reflection to enhance the teachers' content knowledge and expertise (Teacher Quality), as well as student performance.	(1). Utilize the content departments, consultants and coaches to support the instructional practices and content knowledge of the teachers and administrators. (2). Create an annual calendar with the desired PDs. (3.) Solicit support from the content, student support, and counseling departments. (4). Coordinate and incorporate the scheduled PDs. (5) Utilize supplies to support the teaching and learning.	Instructional Leadership	3/27/2020	Local (Basic Allotment)	2,500		

4	Title I	Student in grades K - 5th will participate in the 40 minutes of intervention from 8:30 until 9:10 a.m. and/or after school tutoring program to intervene in Literacy and Math, as well as 5th grade Science	(1). The teachers and administrators will analyze the data to identify TIER III students.during ongoing data PLCs. (2). Teachers will plan intervention lessons focused on weak SEs to support targeted students. (3). Implement a progress monitoring system to analyze the intervention data and self reflect. (4). The administrators will monitor small group lessons during the campus wide intervention block to ensure targeted SEs are being addressed and quality instruction is taking place.	Teacher(s)	3/27/2020			
5	Title I	65% of the students in grades 2 through 5 will engage in a minimum of 2 Achieve 3000 lessons per week and maintain an average of 75% on each activity.	The teachers and student will utilize the weekly self reflection activity, as well as the weekly performance sheet for each activity (i.e. maintain their personal Achieve 3000 folder). In addition, the instructional staff will engage in Achieve 3000 folder evaluation/reflection during the PLC each six weeks.	Teacher(s)	2/27/2020	Title I	23,174	
6		Utilize assessment data to identify and target specific SEs during the intervention and/or small group instruction.	(1). The data analyst will pull data and facilitated Data PLCs to allow teachers to self-reflect, evaluate student work, and plan instruction to increase the teaching and learning. (2). The data analyst will update the assessment data in the data room and Google Drive after each test. (3). The data analyst will update the data in the hall. (4). The data analyst will run reports for the administrators and teachers.	Teacher(s)	5/29/2020	Title I	62,278	
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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:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 169 - Sunrise-Mcmillan ES

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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			EOY
	Percent of students in Grade 5 on approaches level, as measured by the STAAR on level standard for math, will increase from 29% to 65% by May of 2020.	29%	65%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Students in grades 3-5 will participate in two NWEA MAP Skills lesson to increase performance on identified SEs.	(1). The teachers, coaches, and data analyst will participate in ongoing training through the Math Dept. to increase their proficiency in utilizing the NWEA program, as well as best practice strategies. (2). The students will be assessed utilizing MAP Growth to identify weak SEs and performance levels. (3). The teachers will utilize MAP Growth to pull data reports to analyze data. Students will set goals and track their performance using NWEA MAP.	Teacher(s)	9/16/2019				
2 Title I	Student in grades K - 5th will participate in 35 minutes of intervention from 2:20 until 2:55 p.m. to intervene in Literacy and Math, as well as 5th grade Science. Identified students in 3rd - 5th grade will also participate in the after school tutoring program.	(1). The teachers and administrators will analyze the data to identify TIER III students during ongoing data PLCs. (2). Teachers will plan intervention lessons focused on weak SEs to support targeted students. (3). Implement a progress monitoring system to analyze the intervention data and self reflect. (4). The administrators will monitor small group lessons during the campus wide intervention block to ensure targeted SEs are being addressed and quality instruction is taking place.	Teacher(s)	9/9/2019	Local (Basic Allotment)	4,000		
3 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, and self-reflection to enhance the teachers' content knowledge and expertise (Teacher Quality), as well as student performance.	(1). Utilize the content departments and coaches to support the instructional practices and content knowledge of the teachers and administrators. (2). Attend various conferences to support the enhancement of teacher quality and leadership development. (3). The administrators and coaches will monitor the implementation of best practice strategies.	Instructional Leadership	5/29/2020	Title I	7,000		
4 Title I	Increase Teacher Efficacy by utilizing the specialists, coaches, administrators, and peers to target high impact instructional practices.	(1). Teachers will utilize the Swivl recording system (once per semester) to enhance their instructional practices by engaging in a collaborative PLC/Coaching session. (2) The coaches will document the usage of the Swivl during the coaching process. (3). Utilize supplies to support the teaching and learning.	Instructional Leadership	5/29/2020	Title I	10,028		

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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:

14								
15								

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

BOY Status:

Principal Evidence:

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MOY Status:

Principal Evidence:

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EOY Status:

Principal Evidence:

Leadership Feedback:

