

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

**Principal:** Cole, Latres

**Campus Name:** 169 - Sunrise-Mcmillan ES

**Executive Director:** Rian Townsend

## 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: 50

Special Education: 6.5

Dual Language/ESL: 27.6

Gifted and Talented: 4.9

Career and Technology: 0

Percentage of at-risk students: 55

Percentage of English Language (EL) students: 25.7

Percentage of economically disadvantage students: 98.4

## 2020-2021 Campus Site-Based Committee

Name	Role
LaTres Cole	Principal
Shayla Sharp	Other
Shannon Warwick	Teacher
Kimberly Land	Teacher
Sydney McNulty	Teacher
Gene Simmons	Teacher
James Shelton	Campus Non-Teacher Professional
Dr. Angela Mitchell	Business Representative
Pastor Watking S. Todd	Community Representative
Carlos Walker	District Level Staff
Melba Mitchell	Additional Representative Appointment
Stacy Price	Community Representative
Tonya Sloan	Parent
Kelly Carson	Parent
Vanessa Velasquez	Parent
Jalani Bracey - Black2Life	Business Representative
Kimberly Land	District Employee Relations Council Representative
Shannon Warwick	District Employee Relations Council Representative

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Sunrise-Mcmillan 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> 52	55 - F
Domain 2: <b>School Progress</b> 54	
Domain 3: <b>Closing The Gaps</b> 58	

## Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

## Campus Assurances and Certification for the 2020-2021 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

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.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Diverse Population: 51% African American, 41% Hispanic, 4% White, 3% Two/More, and 1% Asian.</li> <li>Student / Teacher ratio averaged 18:1 during the 2019-2020 school year. DLE Student / Teacher ratio averaged 17:1.</li> <li>Students participate in Restorative Practice CIRCLES to begin each school day to prepare the students to learn and build relationships.</li> </ol>	<ol style="list-style-type: none"> <li>The YTD attendance rate for the 2019-2020 school year has shown a slight decrease (94.54 compared to last year's 94.59).</li> <li>Based on the staff roster, there is projected to be an increase in teacher turnover rate from the 2019-2020 school year which requires the leadership team to redeliver previously delivered training to sustain campus wide systems and effective instruction</li> <li>Professional Developments, PLCs, Instructional Practices, and Classroom Environment should be culturally relevant and responsive to reflect and serve the student population.</li> </ol>	<ol style="list-style-type: none"> <li>Resources will be used to meet the instructional needs of all students.</li> <li>Resources will be used to enhance teacher quality and leadership effectiveness to address the instructional and social needs of the students.</li> <li>Build positive relationships with all stakeholders to enhance the school culture to support the development of all students..</li> <li>Utilize resources to decrease the inequities of being a student living in an economically disadvantaged community.</li> <li>Use resources to increase parental, family, and community involvement.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>The students and staff members have become familiar with Achieve 3000 framework, as well as MAP Growth.</li> <li>Kinder. and 1st grade students were assessed over the Early Childhood skills using MAP Reading Fluency at the beginning and middle of the year.</li> <li>During the 2019-2020 school year, the Math teachers received ongoing Pathblazers training and support to help increase capacity in providing targeted SEs/TEKS instruction to students in grades Kinder - 5.</li> </ol>	<ol style="list-style-type: none"> <li>Based on 2019-2020 MOY data: 79% of the 2nd, 53% of 3rd, 31% of 4th, and 34% of 5th grade students are performing below reading grade level as measured by Lexile.</li> <li>Based on 2019-2020 MOY data: 32% of K/1st students are performing below grade level on phonemic awareness and 25% on phonics as measured by MAP Fluency.</li> <li>Due to COVID 19, students missed the traditional classroom instruction that provided hands on, targeted lessons that are assessed each week.</li> </ol>	
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>The campus continues to implement restorative practices, de-escalation, and TBRI strategies to support students and the learning environment.</li> <li>The campus incorporated Ron Clark's house system as a positive reinforcement and accountability tool.</li> <li>The hospitality committee engages in monthly collaboration sessions to plan engaging staff activities to bring the campus closer together</li> </ol>	<ol style="list-style-type: none"> <li>The teachers had to learn a new RTI database system (Branching Minds) and the old version (Edugence) did not transfer the previous data entries which delayed the complete process.</li> <li>Percentage of parents and students having access to technology to access the parent portal or participate in the At Home Learning is lower than other FWISD schools.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>100% of the teachers earned their minimum amount of flex hours. In addition, one teacher was recognized for being amongst the district's top flex hour recipient.</li> <li>The instructional staff participated in an increased number of vertical articulation planning sessions throughout the 2019-2020 school year.</li> <li>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 and case manager supported the social, emotional, and behavioral need</li> </ol>	<ol style="list-style-type: none"> <li>1st year teachers and teachers/staff members new to the campus need continuous support in order to get acclimated to the campus procedures, planning process, and delivery of quality instructional practices.</li> <li>Hired instructional coach accepted a new position on October 4th which left the campus without a coach until mid November. The new Instructional coach had secondary experience.</li> <li>Based on collaboration sessions, teachers became overwhelmed with the expectations of being a TIER 5 campus.</li> </ol>	

<b>Curriculum, Instruction, and Assessment</b>	1.	The teachers 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 campu	1.	The transition to the new curriculum and textbook adoption has been a challenge in lesson planning which indicates a need for continuous training.
	2.	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	2.	The teacher turnover rate make it difficult to sustain instructional practices needed to ensure ongoing growth and achievement which indicates a need to hire low risk teachers.
	3.	76119 Community Grant allowed our Pre K students an opportunity to receive instruction from 7:50 a.m. until 3:10 p.m. Throught the grant the teachers, administrators, coaches, and instructional partners received ongoing professional development.	3.	The continuation of the 76119 Community Grant is unknown.
<b>Family and Community Involvement</b>	1.	Community partners help with funding for our student recognition programs designed to increase academic performance, good citizenship, and attendance.	1.	Due to COVID 19, parents/guardians had to assist with utilizing technology to support the At Home Learning program which indicates a need for parental workshops.
	2.	Fort Worth Children partnership awarded the campus with resources to support our instruction, as well as the social and emotional needs.		
	3.	Family and Communication Liaison was hired to increase parent involvement and volunteer opportunities.		
<b>School Context and Organization</b>	1.	The SBDM Committee is active in making key decisions.	1.	Due to COVID 19, many EOY programs and activities were cancelled
	2.	The PBIS committee is active and meets on an ongoing bases. Students are incentivized for maintaining good behavior and attendance.	2.	The campus had an inactive Student Council.

# Academic Excellence Goals

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

Campus Name: 169 - Sunrise-Mcmillan ES

Principal: Cole, Latres

Executive Director: Rian Townsend

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.	--	28.00	--	40.00	

### 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	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, and self-reflection to increase the content knowledge and expertise (Teacher Quality) in 85% of the all teachers, especially teachers who are new to teaching and/or the campus (22 out of 26).	1.Utilize the Literacy, Early Childhood, Professional Learning Innovation, and Student Support departments, as well as coaches to support the instructional practices and content knowledge of the teachers and administrators.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Other,Data Analyst	11/20/2020	Local (Basic Allotment)	500		The leadership team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
2 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, and self-reflection to increase the content knowledge and expertise (Teacher Quality) in 85% of the all teachers, especially teachers who are new to teaching and/or the campus (22 out of 26).	4.Attend various training/ workshops/ PLCs /Conferences to support the enhancement of teacher quality & leadership development	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Data Analyst	6/30/2021	Local (Basic Allotment)	2,750		The leadership team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
3 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, and self-reflection to increase the content knowledge and expertise (Teacher Quality) in 85% of the all teachers, especially teachers who are new to teaching and/or the campus (22 out of 26).	5.Utilize resources and supplies to support the planning of PLCs	Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Data Analyst	6/30/2021	Local (Basic Allotment)	1,000		The leadership team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
4 Title I	Utilize data to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported instructional delivery to ensure 35% of the students in 5th grade shows growth of 20% for Not Met, 15% Approaches, 10% Meets, and 5% Masters based on the 2018-2019 STAAR data.	1.Utilized the Data Analyst to analyze data, pull & distribute data, as well as facilitate PLCs / Meetings	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	6/30/2021	Title I	79,000		The leadership team will support and engage teachers by facilitating data PLCs, monitoring student progress, coaching teacher and tutoring students to ensure achievement/growth.
5 Title I	Utilize data to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported instructional delivery to ensure 35% of the students in 5th grade shows growth of 20% for Not Met, 15% Approaches, 10% Meets, and 5% Masters based on the 2018-2019 STAAR data.	3. Utilize instructional staff to support students who are in need of additional support to ensure growth.	Principal,Assistant Principal,External Stakeholder,Other	6/30/2021	FWCP	75,000		The leadership team will support and engage teachers by facilitating data PLCs, monitoring student progress, coaching teacher and tutoring students to ensure achievement/growth.

6	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	2. Establish the critical components of planning an effective lesson to ensure alignment using the NTC planning protocol to support student growth	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/30/2021	Title I	3,427		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
7	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	5. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	SCE	1,422		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
8	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	6. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Bilingual	107		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
9	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	7. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Gifted & Talented	65		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
10	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	8. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Local (Basic Allotment)	2,883		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
11	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments to ensure 12 point increase (28% to 40%) based on the 2018-2019 STAAR data.	9. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Special Education	695		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.

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 2020-2021 Mission Goals Action Plan

Campus Name: 169 - Sunrise-Mcmillan ES

Principal: Cole, Latres

Executive Director: Rian Townsend

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	17	34	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	Participate in ongoing online and face to face PDs and PLCs focused on standard alignment, instructional practices, and self-reflection to enhance the teachers' content knowledge and expertise (Teacher Quality) in 85% of the teachers, as well as increase student performance by 50% based on the 2018-2019 3rd grade STAAR data in Math.	1. Utilize the Math, Professional Learning Innovation, and Student Support departments, as well as the coaches to support the instructional practices and content knowledge of the teachers and administrators.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/18/2021	Local (Basic Allotment)	500		The leadership team will support teachers by coaching and provided relevant PLCs to improve teacher quality.
2 Title I	Participate in ongoing online and face to face PDs and PLCs focused on standard alignment, instructional practices, and self-reflection to enhance the teachers' content knowledge and expertise (Teacher Quality) in 85% of the teachers, as well as increase student performance by 50% based on the 2018-2019 3rd grade STAAR data in Math.	2. Attend various training/ workshops/ PLCs /Conferences to support the enhancement of teacher quality & leadership development.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Other, Data Analyst	6/30/2021	Local (Basic Allotment)	2,000		The leadership team will support teachers by coaching and provided relevant PLCs to improve teacher quality.
3 Title I	Participate in ongoing online and face to face PDs and PLCs focused on standard alignment, instructional practices, and self-reflection to enhance the teachers' content knowledge and expertise (Teacher Quality) in 85% of the teachers, as well as increase student performance by 50% based on the 2018-2019 3rd grade STAAR data in Math.	4. Utilize resources & supplies to plan PLCs and support instructional learning environment for students in all subgroups.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, Other, Data Analyst	6/18/2021	Title I	4,428		The leadership team will support teachers by coaching and provided relevant PLCs to improve teacher quality.
4 Title I	Utilize supplies, resources, and personnel to support Tier I and small group instruction to increase student achievement in all subgroups, as well as support the increase of teacher quality.	4. Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, Other, Data Analyst	6/18/2021	Local (Basic Allotment)	2,707		best practice strategies
5 Title I	Utilize supplies, resources, and personnel to support Tier I and small group instruction to increase student achievement in all subgroups, as well as support the increase of teacher quality.	Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, Other, Data Analyst	6/18/2021	Gifted & Talented	65		best practice strategies

6	Title I	Utilize supplies, resources, and personnel to support Tier I and small group instruction to increase student achievement in all subgroups, as well as support the increase of teacher quality.	Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Special Education	692		best practice strategies
7	Title I	Utilize supplies, resources, and personnel to support Tier I and small group instruction to increase student achievement in all subgroups, as well as support the increase of teacher quality.	Utilize supplies and instructional resources to support the classroom learning environment for students in all subgroups.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Bilingual	106		best practice strategies
8		Utilize data from the NWEA Map, NWEA fluency, District Benchmarks, and Campus-Based assessments to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported during small group instruction to ensure 35% of the students in 5th grade shows growth of 20% for Not Met, 15% Approaches, 10% Meets, and 5% Masters based on the 2018-2019 STAAR data.	4. Establish a student accountability system for students to set goals, know their data, and monitor their own progress throughout the year,	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst		SCE	1,422		
9		Utilize data from the NWEA Map, NWEA fluency, District Benchmarks, and Campus-Based assessments to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported during small group instruction to ensure 35% of the students in 5th grade shows growth of 20% for Not Met, 15% Approaches, 10% Meets, and 5% Masters based on the 2018-2019 STAAR data.	6. Utilize our Computer Lab Asst. to assess students in small groups using the Campus and District electronic resources and assessments (e.g. Pathblazers, MAP Growth, Map Fluency, etc.).	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	6/18/2021	Title I	26,172		

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:

# Learning Environment Goals

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

Campus Name: 169 - Sunrise-McMillan ES

Principal: Cole, Latres

Executive Director: Rian Townsend

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	26	46	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	115	99	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100%	100%	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	Increase the number of parents who actively participates in school activities to support and enhance the learning community.	1. PTO and FCL representatives will solicit members at each family events throughout the school year.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	6/18/2021	Title I	9,000		The Family Communication Liaison will serve as a translator to help bridge the communication gap to increase parental involvement.
2 Title I	Increase the number of parents who actively participates in school activities to support and enhance the learning community.	3. Utilize supplies, snacks, and resources to support the parent workshops, family programs/events, and the school environment.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/27/2022	Title I	2,000		The Family Communication Liaison will serve as a translator to help bridge the communication gap to increase parental involvement.

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:

## 169 - Sunrise-Mcmillan ES

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 6,568.00	\$ 2,844.00	-	\$ 213.00	\$ 130.00	\$ 1,387.00	\$ 124,027.00	\$ 135,169.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Cole, Latres

Executive Director: Rian Townsend

### Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 7,133.00	\$ 1,422.00	-	\$ 107.00	\$ 65.00	\$ 695.00	\$ 82,427.00	\$ 91,849.00
Mission	\$ 5,207.00	\$ 1,422.00	-	\$ 106.00	\$ 65.00	\$ 692.00	\$ 30,600.00	\$ 38,092.00
Learning Environment Goals	-	-	-	-	-	-	\$ 11,000.00	\$ 11,000.00
<b>Total Allocated</b>	<b>\$ 12,340.00</b>	<b>\$ 2,844.00</b>	<b>-</b>	<b>\$ 213.00</b>	<b>\$ 130.00</b>	<b>\$ 1,387.00</b>	<b>\$ 124,027.00</b>	<b>\$ 140,941.00</b>
<b>Percent Budgeted</b>	<b>188%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>104%</b>

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 75,000.00	-	-	\$ 75,000.00