Ector County Independent School District

Milam Elementary Magnet

Improvement Plan

2020-2021

Mission Statement

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Parameters

1. We will not compromise excellence.
2. We will model our beliefs.
3. We will work as a team.
4. We will base decisions on what is best for students.
5. We will protect teaching and learning as our priority.
6. We will recognize and reward success and learn from our mistakes.
7. We will succeed regardless of any obstacle.

Objectives

1. All students will acquire academic and personal skills necessary for personal greatness.
2. All students will understand and appreciate the value of learning.
3. All students will invest their unique gifts in their community.
4. All students will be confident, influential leaders who accept responsibility.

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Value Statement

We Believe:

* A quality education is a fundamental right for every student

* In preparing our graduates for success after high school

* Engagement in teaching and learning is a shared responsibility among students, staff, and parents

* In valuing the students, our staff, parents and the community

* There is a pathway for success for every student to become a leader

* In providing a consistent and viable education for every student

* In recruiting, retaining, and developing the best staff

* Student needs drive decisions

* In setting each other up for success

* In civic engagement and upholding community traditions

* In embracing diversity

* A safe, healthy climate is conducive to learning

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Comprehensive Needs Assessment

Revised/Approved: August 18, 2020

Demographics

Demographics Summary

 Total Enrollment for 2019-2020= 584

Title I = 584

ECD = 232

LEP = 116

Spec Ed = 29

Bilingual-114

ESL = 2

GT = 72

Immigrant = 3

Migrant = 0

White = 71

Hispanic = 486

African American = 19

Pac Islander = 1

American Indian/Alaskan=1

Asian=0

Two or more races = 6

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5

Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American Indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1

Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

Demographics Strengths

Our Pre K, 1st, 2nd, 3rd, 4th and 5th grade classrooms meet the required student to teacher ratio.

74% of our 3rd grade students were at the approaches grade level on 2019 Reading English STAAR.

71% of our 3rd grade bilingual students were at approaches grade level on 2019 Reading Spanish STAAR.

71% of our 3rd grade bilingual students were at approaches grade level on 2019 Math Spanish STAAR.

86% of our 4th grade students were at the approaches grade level on 2019 Reading English STAAR.

73% of our 4th grade students were at the approaches grade level on 2019 Math English STAAR.

78% of our 5th grade students were at the approaches grade level on 2019 Reading English STAAR.

83% of our 4th grade students were at the approaches grade level on 2019 Math English STAAR.

74% of our 5th grade students were at the approaches grade level on 2019 Science English STAAR.

71% of our 5th grade EL students were at meets grade level on the April Administration of Math STAAR.

In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam met the following targets for ELA/Reading: Hispanic-38% met grade level or above and target was 37%, Economically Disadvantaged-33% at meets grade level or above and target was 33%, and EL-35% at meets grade level or above and target was 29%

In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam met the following targets for Math: EL (current and monitored)-46% met grade level or above and target was 40%.

In Domain 3 of Growth Status, Milam met the following targets for Reading: All students-74 growth score and the target was 66, Hispanic-72 growth score and target was 65, Economically Disadvantaged-72 growth score and target was 64, EL (current & monitored)-67 growth score and target was 64, and Continuously Enrolled-74 growth score and the target was 66.

**Problem Statements Identifying Demographics Needs**

Problem Statement 1 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Problem Statement 3 (Prioritized): Attendance rate for 2019-2020 was 96.3%, which was below our set goal for the year of 98%. Went from 96% to 96.3% **Root Cause:** Mass shooting, high illness throughout the year, and COVID-19

Student Achievement

Student Achievement Summary
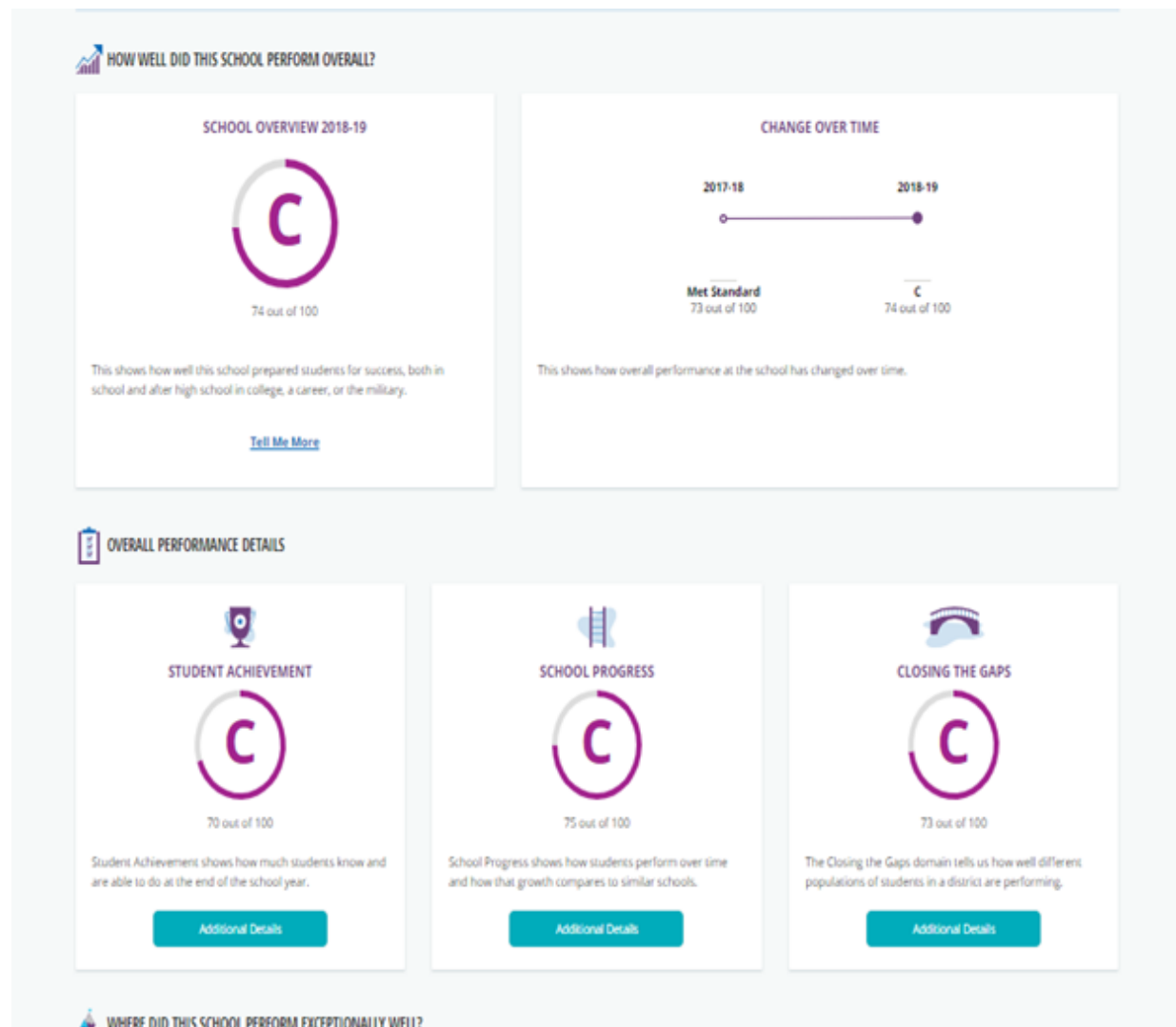
Campus Type: Elementary
Campus Size: 584 students
Percent Economically Disadvantaged: 40%
ELL: 19.8%
Mobility Rate: 5.7%

2020 Spring-2019 STAAR Released

Grade	Subject	District Aprroaches/Meets/Mastery	Milam Aprroaches/Meets/Mastery
3rd	Reading	66/34/19	66/31/8
3rd	Math	65/34/16	46/15/2
4th	Reading	64/32/14	68/32/11
4th	Math	63/33/17	52/14/5
4th	Writing	53/21/5	65/26/7
5th	Reading	76/38/16	78/46/13
5th	Math	83/42/23	72/37/17
5th	Science	59/32/14	72/32/9

Milam received a C Rating for the 2018-2019 school year.

Domain 1 Student Achievement Scaled Score: 70 out of 100 (C)
Domain 2a Academic Growth Scaled Score: 75 out of 100 (C)
Domain 2b Relative Performance Scaled Score: 63 out of 100 (D)
Domain 3 Closing the Gaps Performance Scaled Score: 73 out of 100 (C)
Overall Scaled Score: 73-C (Met Standard)

State Assessment Results

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	75	66	74	72	78	75	N/A	100	100	72	0	86
2018	77	69	76	79	82	29	N/A	N/A	N/A	75	N/A	76
2017	73	63	56	56	45	N/A	N/A	N/A	N/A	48	N/A	63
2016	73	56	49	47	67	33	N/A	100	N/A	48	29	46

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	78	65	65	62	78	75	N/A	100	100	65	0	86
2018	78	69	80	85	73	43	N/A	N/A	N/A	75	N/A	100
2017	78	66	59	56	73	N/A	N/A	N/A	N/A	53	N/A	75
2016	75	55	58	57	67	100	N/A	100	N/A	60	14	53

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	73	63	84	86	82	67	N/A	N/A	100	80	50	73

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2018	73	60	64	60	86	N/A	N/A	N/A	N/A	58	N/A	56
2017	70	55	59	52	78	N/A	N/A	N/A	N/A	53	N/A	57
2016	75	58	82	60	100	100	N/A	N/A	N/A	64	0	43

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	74	63	72	78	45	50	N/A	N/A	100	68	0	68
2018	78	68	70	66	86	N/A	N/A	N/A	N/A	64	N/A	81
2017	76	61	71	66	100	N/A	N/A	N/A	N/A	67	N/A	64
2016	73	53	71	65	93	100	N/A	100	N/A	67	0	29

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019		53	64	68	45	N/A	N/A	50	100	58	0	55
2018	63	53	58	54	63	N/A	N/A	N/A	N/A	58	N/A	56
2017	65	50	45	43	56	40	N/A	N/A	N/A	43	N/A	29
2016	69	57	59	55	64	80	N/A	100	N/A	56	0	29

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	Native American/Island Pacificer	2 or More	EcoDis	Special Ed	EL
2019		75	78	76	88	100	N/A	100	100	76	0	86
2018	84	70	77	72	100	N/A	N/A	N/A	N/A	67	N/A	67
2017	82	59	79	73	100	80	N/A	N/A	N/A	78	N/A	64
2016	81	68	67	64	80	50	N/A	N/A	N/A	63	100	50
2015			81	80	91	63	N/A	N/A	N/A	73	0	50
2014			83	80	100	71	N/A	N/A	N/A	80	0	40

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	40		83	81	88	N/A	N/A	N/A	N/A	81	N/A	93
2018	91	82	94	93	100	N/A	N/A	N/A	N/A	93	N/A	100
2017	87	77	93	92	100	80	N/A	N/A	N/A	90	N/A	86
2016	86	74	77	73	80	100	N/A	N/A	N/A	71	0	67
2015	NA	NA	62	63	80	14	N/A	N/A	N/A	48	0	60
2014	88	75	86	88	90	50	N/A	N/A	N/A	79	67	100

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	73	59	74	73	75	N/A	N/A	N/A	N/A	74	N/A	64
2018	76	66	86	83	100	N/A	N/A	N/A	N/A	80	N/A	75
2017	74	61	84	76	100	100	N/A	N/A	N/A	83	N/A	57
2016	74	60	71	67	20	75	N/A	N/A	N/A	69	0	17

	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2015	72	49	59	54	100	14	N/A	N/A	N/A	48	33	0
2014	74	59	76	70	95	75	N/A	N/A	N/A	65	25	17

Student Achievement Strengths

Based on Spring 2020 STAAR Release (2019)

On 5th grade STAAR Release Reading we had 77% approaches, 37 meets, 21% mastery.

On 4th grade STAAR Release Math we had 60% approaches, 24% meets, 4% mastery.

On 3rd grade STAAR Release Reading we had 63% apporaches, 19% meets, 11% mastery.

Based on 2019 STAAR

Student achievement strengths include Domain 2A progress in math and reading scores in 4th and 5th grade students. Math progress for all students was 70%. Reading progress for all students was 74%.

In the ELA/Reading of Domain 3 Academic Achievement Status-Hispanic students met the target of 37% with a 38%, Economically disadvantaged students met the target of 33% with a 33%, and EL students met the target of 29% with a 35.

In the ELA/Reading of Domain 3 Growth Status-All students met the target of 66 with a 74, Hispanic students met the target of 65 with a 72, Economically disadvantaged students met the target of 64 with a 72, EL students met the target of 64 with a 67, and Continuously Enrolled met the target of 66 with a 74.

In the Math of Domain 3 Growth Status-Hispanic students met the target of 69 with a 72 and Economically disadvantaged students met the target of 68 with a 70.

In Domain 3 Student Success Status, EL met the target of 36% with a 49%.

In the Domain 3 Student Success Status-Hispanic students met the target of 41% with a 42%, Economically disadvantaged students met the target of 38% with a 39%, and EL students met the target of 37% with a 42%.

In Domain 3 Particpation ELA/Reading and Math all students and all subgroups met the 95% participation rate with 100%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 2 (Prioritized): Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 3 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

School Culture and Climate Summary

Milam has an average student number of 610 students, 28 Classroom teachers, 8 Fine Arts teachers, 2 Physical Education teachers, 1 Special Education teacher, 4 Pre K Aides, and 1 Flex Aide. We have four classrooms per grade level, Pre K-5th grade with one being bilingual at every level. Our Pre K is full day. We house a Speech Therapist, GT Teacher, Counselor, Media Clerk and a Dyslexia Interventionist.

See Annual Parent Survey in Addendums.

School Culture and Climate Strengths

We have programs for parental involvement, VIPS, Parenting Partners and Watchdogs. Milam also participates in all district parental involvement initiatves such as VIPS, PTA, Magnet Showoff, Performing Arts Performances and Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Title 1 Parent Conferences by all teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 2 (Prioritized): Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Problem Statement 3 (Prioritized): Attendance rate for 2019-20 was 96.3% which is below the district and state average **Root Cause:** Shooting, flu, and COVID-19

Problem Statement 4 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in

Kinder-3rd grade. guided reading.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0
STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0

White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Staff Quality, Recruitment, and Retention Strengths

Milam can celebrate employees-all are consistently HQT; a majority of the teachers at Milam (61%) have over 10 years of experience; the number of teachers at Milam has grown 12 and decreased by 5 over the past year. 1 teacher moved to Compass, so his children would be able to attend for Junior High, 3 teachers transferred to other ECISD schools (2 teachers who wanted to move to Pre K and 1 to a campus without magnet), 1 teacher resigned to go to school full time. We will continue with vertical and horizontal PLC's, Teacher Academy, Get Better Faster, ECISD After the Bell sessions, Implementation of Kagan Structures, DOK training and support from the Leadership Team. We have also gained two Pre K full day teacher (1 monolingual and 1 bilingual), two Pre K Aides (1 monolingual and 1 bilingual), Piano Teacher (LTS in that position last year), PE Coach, and a Flex Aide.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in

Odessa has limited applicant pool.

Problem Statement 2: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Problem Statement 3: During transfer/resignation conversation indicated that the expectations were too high on campus/and or district. **Root Cause:** New processes put in place by the district, along with being in Cohort 1 of Relay.

Problem Statement 4: fter conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Classworks, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, LTS Stride and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Milam will focus on teachers following the district Scope and Sequence with fidelity. We will also implement Depth of Knowledge training to ensure that teachers are teaching to the rigor of the TEKS. We will utilize district Know and Show charts when lesson planning. Teachers will utilize the district planning template.

We will also continue to focus on student engagement using Kagan strategies and Lead4ward strategies. We will also continue our focus on using technology to enhance instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Not all new teachers on campus have been trained on the Kagan Cooperative Learning Days 1-5. Only 65% of the staff has Kagan Days 1-5. **Root Cause:** Lack of funding for Kagan Staff Development.

Problem Statement 2 (Prioritized): Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 3 (Prioritized): Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

Parent and Community Engagement

Parent and Community Engagement Summary

Suzuki Fall and Spring recitals; Piano recitals in the Fall and Spring; Spring Dance Recital; Winter and Spring Music Concerts (December and May); PTA meetings (September, October, November, January, February, April); Science Fair Night (November); Reading Vocabulary Parade (February); Math Parent Game Night (May); Parent Orientation meetings (August and September); Meet the Teacher Night (August); Suzuki Parent Meeting (September); Drama Parent Meeting (September); Musical Parent Meeting (January);Choir Parent Meeting (September); Dance Parent Meeting (August and April and May); Gymnastics Meets (October); LPAC meetings (On-going as needed); ARD meetings (on-going as needed); CIT meetings (monthly and/or as needed); Magnet Show-Off's (October, December, March, May); Pre-K and 5th grade Graduation (May); Grandparents Day (Fall); Principals Awards (January and June); Career Day (October); VIPS; home visits (on-going); Book Fair (Fall and Spring); Self Manager Celebrations (as needed); AM News Team (ongoing); WATCH D.O.G.S. (February-June); Field Day (May).

Milam plans to conduct the same types of parent involvement activities for the 2020-2021 school year following TEA Guidelines for COVID.

Parent and Community Engagement Strengths

Milam Elementary continues to close the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

*Continue Watchdog Program,Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Continue Milam Facebook, VIPS Recruiting event, Fall Production, Book Fair, Science Fair, Parent Camps

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands (sports and fine arts)

Problem Statement 2 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for

Family Academic Nights or bus transportation gets to their home too late to attend.

School Context and Organization

School Context and Organization Summary

Milam will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom. 2020-2021 1 to 1 devices for all students.

Milam integrates technological programs in order to promote student learning and close the achievement gaps. Every classroom classroom is equipped with best practice STAR chart equipment. Brainchild, Imagine Learning Math, Imagine Learning Reading, Stemscopes, HMH, Education Galaxy to assist with tutorials and intervention. Renaissance Learning/E-books provides online books available to students at school and home. Milam has a computer lab, projector, SmartBoard and document camera in each classroom. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction. Milam has purchased LONESTAR Math (online supplemental spiral resources).

Teachers at Milam will be offered the opportunity to attend training on how to develop their classroom website, integrate and develop Smart lessons to be integrated in their daily lessons. Also

School Context and Organization Strengths

Milam continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Every classroom will have a working smart board installed, at least 3 computers and document camera as well as a projector. In every general education class Pre K-2nd grade there will be 1 to 1 technology for each student. Each student will receive an iPad. In grades 3rd-5th all students will have a Chromebook. All Milam students will have 1 to 1 technology. The campus has one laptop cart to share, along with one bilingual laptop cart for bilingual teachers to share.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 2 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 3 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 4 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has a class set of clickers to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. For the 2020-2021 school year, Milam will be 1 to 1 with technology devices. Pre K-2nd grade will receive iPads and 3rd-5th grade will receive Chromebooks.

Students at Milam have district access to Think Through Math, Imagine Reading, HMH, Imagine Math and STRIDE. Teachers also have access to Lone Star Learning TEKS Target Practice. Teachers are provided with laptops and are trained on how to use them to enhance instruction. We also have two laptop cart with 30 laptops that are accessible for student use. We also have a computer lab with 25 student computers for campus use.

Technology Strengths

Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices. The leadership team stays up to date on technology and ensures that it is modeled on campus.

Milam also uses the Instructional Technology Specialist to provide monthly Staff Development to teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

Problem Statement 2 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Priority Problem Statements

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading.

Root Cause 1: Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - School Context and Organization - Technology

Problem Statement 2: Not having higher participation at academic parent nights.

Root Cause 2: Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Problem Statement 2 Areas: Demographics - Parent and Community Engagement - School Context and Organization

Problem Statement 3: Attendance rate for 2019-2020 was 96.3%, which was below our set goal for the year of 98%. Went from 96% to 96.3%

Root Cause 3: Mass shooting, high illness throughout the year, and COVID-19

Problem Statement 3 Areas: Demographics

Problem Statement 4: Milam Spring STAAR Released Math and Reading was below are campus target

Root Cause 4: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Milam has scored the state target in the area of student achievement.

Root Cause 5: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Attendance rate for 2019-20 was 96.3% which is below the district and state average

Root Cause 6: Shooting, flu, and COVID-19

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Implementation of Relay and the time it took to prepare for PLC's was too much.

Root Cause 7: New professional practice that was just being learned.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers.

Root Cause 8: Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: A large applicant pool of teachers does not exist in ECISD.

Root Cause 9: The high cost of living and oil industry in Odessa has limited applicant pool.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets.

Root Cause 10: Inconsistencies with Tier 1 instruction

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Teacher training provided with no follow up.

Root Cause 11: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Not all new teachers on campus have been trained on the Kagan Cooperative Learning Days 1-5. Only 65% of the staff has Kagan Days 1-5.

Root Cause 12: Lack of funding for Kagan Staff Development.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights.

Root Cause 13: Schedules of working parents and outside demands (sports and fine arts)

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause 14: 1. Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years.

Root Cause 15: Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful..

Root Cause 16: Lack of personalized training.

Problem Statement 16 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 96.3% in 2020 to 96.8% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly Reports and Attendance final year report for 2020-2021

Summative Evaluation: None

Strategy 1: Milam will provide incentives for perfect for perfect attendance each month and every 9 weeks in an effort to improve attendance to 96.8 %		
Strategy's Expected Result/Impact: Attendance Rate of 96.8%		**Formative**
Staff Responsible for Monitoring: Principal, AP, Counselor, Attendance Clerk, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3	**Summative**
	Technology 2	**May**
	Funding Sources: Local	

Strategy 2: An attendance contract will be issues to students that have less than 90% attendance virtually or face to face.	

Strategy's Expected Result/Impact: Increase our attendance rates with fewer contracts as per our attendance weekly reports.		**Formative**
Staff Responsible for Monitoring: Principal, AP, Counselor, and Attendance Clerk		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:**	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Demographics 1 Student Achievement 3 School Culture and Climate 4	**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: None	

Strategy 3: At the end of each month the class at each grade level that has the highest attendance rate for the month will will receive a special treat and recognition.	

Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Clerk		**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:**	**Jan**
TEA Priorities: Improve low-performing schools	Demographics 1 Student Achievement 3	**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: Incentives for each 9 weeks Local	

Strategy 4: Attendance and Discipline team will meet every 9 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.

Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.

Clerk will contact parents when a student shows up on the Weekly COC Report or when a concern arises. Contact will be documented in Eduphoria Aware.

Principal, Assistant Principal and/or Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.

Contact Social Worker from COC when student attendance arises.

	Formative
Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.	**Oct**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC	**Jan**
Title I Schoolwide Elements: 2.5, 2.6 **Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools / Student Achievement 3 School Culture and Climate 4 School Context and Organization 3	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction / Technology 2 **Funding Sources:** Local	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

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School Culture and Climate

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Technology

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Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Student culture and academic success

Summative Evaluation: None

Strategy 1: Implement free feeding to all elementary students.	

		Formative
Strategy's Expected Result/Impact: None		**Oct**
Staff Responsible for Monitoring: District and Campus Administration		
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:**	**Jan**
TEA Priorities: Improve low-performing schools	Demographics 1 Student Achievement 3	**Mar**
ESF Levers: Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: National School Lunch Program/NSLP	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Demographics

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Technology

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Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Student Data

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.		
Strategy's Expected Result/Impact: Transitions that prepare students to go to the next campus.		**Formative**
Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: Local	

Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.		
Strategy's Expected Result/Impact: Improvement in Student Growth		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, Special Ed. Teacher, Dyslexia Interventionist, Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: None	

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Demographics

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| **Student Achievement** |
|---|
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School Culture and Climate
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Technology
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Performance Objective 4: Milam Magnet will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Technology Lessons, SeeSaw (Pre K-2nd grade) and Google Classrooms (3rd-5th grade)

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology		
Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).		**Formative**
		Oct
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
	Funding Sources: State Comp Ed	

Strategy 2: Provide teachers with the necessary tools and training to embed technology in face to face and remote lessons.		
Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).		**Formative**
		Oct
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
	Funding Sources: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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Student Achievement

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Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Education Lessons by Counselor 1 time monthly for Pre K-5th grade; Lower Referral Numbers

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.		
Strategy's Expected Result/Impact: Awareness of SEL research and practice.		**Formative**
Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum		**May**
	Funding Sources: Local	

Strategy 2: Students will learn how to be healthy socially, emotionally and academically.		
Strategy's Expected Result/Impact: All campus staff will reinforce this continually		**Formative**
Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
	Funding Sources: State School Safety	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Demographics

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Technology

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Performance Objective 6: Milam will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.		
Strategy's Expected Result/Impact: Safe and supportive Environment		**Formative**
Staff Responsible for Monitoring: Principal, AP, and Counselor		**Oct**
Title I Schoolwide Elements: 2.5, 2.6, 3.1	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: State School Safety	

Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.		
Strategy's Expected Result/Impact: Safe and supportive Environment		**Formative**
Staff Responsible for Monitoring: Principal, AP, and Counselor		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
		May
	Funding Sources: None	

Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics.

		Formative
Strategy's Expected Result/Impact: Safe and supportive Environment		
		Oct
Staff Responsible for Monitoring: Principal, AP, and Counselor		
		Jan
Title I Schoolwide Elements: 2.6	**Problem Statements:** Demographics 1	
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3	**Summative**
	Technology 2	**May**
	Funding Sources: None	

Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

		Formative
Strategy's Expected Result/Impact: Safe and supportive Environment		
		Oct
Staff Responsible for Monitoring: Principal, AP, Counselor, and SAS Counselor		
		Jan
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** Demographics 1	
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3	**Summative**
	Technology 2	**May**
	Funding Sources: None	

Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

	Formative
Strategy's Expected Result/Impact: Safe and supportive Environment; Decrease in Referrals	**Oct**
Staff Responsible for Monitoring: Principal, AP, Counselor, CHAMPS Team, and Teachers	
Title I Schoolwide Elements: 2.5, 2.6 **Problem Statements:**	**Jan**
TEA Priorities: Improve low-performing schools	**Mar**
Demographics 1 Student Achievement 1, 2, 3	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3	**Summative**
Technology 2	**May**
Funding Sources: None	

Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

	Formative
Strategy's Expected Result/Impact: Safe and supportive Environment	**Oct**
Staff Responsible for Monitoring: Principal, AP, and Counselor	
Title I Schoolwide Elements: 2.6 **Problem Statements:**	**Jan**
Demographics 1	
TEA Priorities: Improve low-performing schools	Student Achievement 3	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	School Culture and Climate 4 School Context and Organization 3	**Summative**
Technology 2	**May**
Funding Sources: State School Safety	

Strategy 7: Milam will model Relay School wide routines and procedures and provide coaching.

	Formative
Strategy's Expected Result/Impact: Safe and supportive learning environment	
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers	**Oct**
Title I Schoolwide Elements: 2.5	**Jan**
TEA Priorities: Improve low-performing schools	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Summative**
	May

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Title One School- Improvement

Strategy 8: Train all teachers and staff on the protocols and procedures for safety on campus including safety drills, COVID-19 hygiene procedures, and classroom routines.

	Formative
Strategy's Expected Result/Impact: Staff and students will prepare by practicing for these types of emergencies and daily routines.	
Staff Responsible for Monitoring: Principal, AP, and Teachers	**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Summative**
	May

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State School Safety

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate
Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization
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Technology
Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 7: Milam will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, Imagine Learning

Summative Evaluation: None

Strategy 1: Principal, AP, and Instructional Specialist will meet weekly with team to review data, create a plan of action, and discuss follow through.		
Strategy's Expected Result/Impact: Improvement in identified areas of need.		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4 School Context and Organization 3	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Technology 2 **Funding Sources:** Local	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 8: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Summative Evaluation: None

Strategy 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.		
Strategy's Expected Result/Impact: Significant progress made toward meeting Performance Objective		**Formative**
Staff Responsible for Monitoring: Principal, AP, VIPS Chair		**Oct**
Title I Schoolwide Elements: 2.5, 3.1, 3.2	**Problem Statements:** Demographics 2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	Parent and Community Engagement 1, 2 School Context and Organization 4	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		**Summative**
	Funding Sources: Local	**May**

Strategy 2: Milam Magnet will continue to encourage families to participate on our schoolwide Class Dojo to increase communication. Our goal is 100% participation.		
Strategy's Expected Result/Impact: Our goal is 100% participation. Reaching more parents with information and parent participation.		**Formative**
		Oct
Staff Responsible for Monitoring: Principal, AP, and Teachers		**Jan**
Title I Schoolwide Elements: 3.2	**Problem Statements:** Demographics 2	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Parent and Community Engagement 1, 2 School Context and Organization 4	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Funding Sources:** Local	**May**

Strategy 3: Milam Magnet teachers will meet with parents for two parent/teacher conferences per school year in person, via phone or via Zoom. Teachers will utilize student data folders for this discussion.

	Formative
Strategy's Expected Result/Impact: 100% of our parent being informed about their child's academic performance.	**Oct**
Staff Responsible for Monitoring: Principal, AP, and Teachers	
Title I Schoolwide Elements: 3.1, 3.2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Summative** / **May**

Problem Statements:
Demographics 1, 2
Student Achievement 1, 2, 3
School Culture and Climate 4
Parent and Community Engagement 1, 2
School Context and Organization 3, 4
Technology 2

Funding Sources:
Local

Strategy 4: All Milam teachers will have Classdojo to communicate with parents. Bi-Weekly Classroom news will be sent out by all classroom teachers. Information will also be sent out via the school story by Leadership team.

	Formative
Strategy's Expected Result/Impact: Communication sent out via Classdojo. Reaching more parents with information and parent participation.	**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff, Teachers	**Jan**
Title I Schoolwide Elements: 2.5, 3.2	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.
Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Parent and Community Engagement

Problem Statement 1: We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands (sports and fine arts)
Problem Statement 2: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.
Problem Statement 3: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.		
Strategy's Expected Result/Impact: Improved learning time		**Formative**
Staff Responsible for Monitoring: Principal, AP, and IS		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
		May
	Funding Sources: None	

Strategy 2: Campus instructional support with feedback and coaching to improve practices in the classroom.

Strategy's Expected Result/Impact: Support leads to teachers feeling more supported and in return retention of teachers.	**Formative**
Staff Responsible for Monitoring: Principal, AP, and IS	**Oct**
Title I Schoolwide Elements: 2.5	**Jan**
	Mar

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Demographics 1
Student Achievement 1, 2, 3
School Culture and Climate 1, 2, 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative	
Oct	
Jan	
Mar	
Summative	
May	

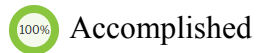**Strategy 3:** All teachers will attend Grade Level PLC's.

Strategy's Expected Result/Impact: Improve teaching and learning

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 3
School Context and Organization 1, 2, 3
Technology 2

Funding Sources:
Local

Formative	
Oct	
Jan	
Mar	
Summative	
May	

Strategy 4: Teachers will attend their assigned Vertical PLC one time monthly (ELAR, Math, Social Studies, or Science)

		Formative
Strategy's Expected Result/Impact: Improving teaching and learning		**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, IS, and Vertical Teams		
Title I Schoolwide Elements: 2.4	**Problem Statements:**	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	Demographics 1 Student Achievement 3	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	School Culture and Climate 4 Curriculum, Instruction, and Assessment 3 School Context and Organization 1, 2, 3 Technology 2	**Summative** **May**
	Funding Sources: Local	

Strategy 5: 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes.

		Formative
Strategy's Expected Result/Impact: All teachers will have their laptops to use with virtual learning.		**Oct**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal		**Jan**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:**	
TEA Priorities: Recruit, support, retain teachers and principals	Technology 1	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	**Funding Sources:** State Comp Ed	**Summative** **May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Curriculum, Instruction, and Assessment

Problem Statement 3: Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

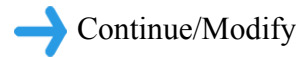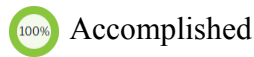**Performance Objective 2:** Milam's teacher retention rate will increase from 87% in 2020 to 92% in 2021.

Evaluation Data Sources: End of Year Teacher Retention Rate

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by Leadership Team through use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.		
Strategy's Expected Result/Impact: Grow Highly Effective Teachers		**Formative**
Staff Responsible for Monitoring: Principal, AP, and IS		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Student Achievement 3 School Culture and Climate 1, 2, 4	**Mar**
	Staff Quality, Recruitment, and Retention 1	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: None	

Strategy 2: Pre K aides to assist with class size and assist the teacher in carrying out the prescribed program for each student in two Pre K classes.		
Strategy's Expected Result/Impact: 1:11 student ratio for increased engagement and small group instruction.		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Four Pre K Aides		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Student Achievement 3 School Culture and Climate 4	**Mar**
	School Context and Organization 3	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Technology 2	**May**
	Funding Sources: 4 Pre K Aide Salaries Title One School-wide	

Strategy 3: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement.	

		Formative
Strategy's Expected Result/Impact: Improved teacher retention/moral		**Oct**
Staff Responsible for Monitoring: Principal and AP		
Title I Schoolwide Elements: 2.4	**Problem Statements:** School Culture and Climate 1 Staff Quality, Recruitment, and Retention 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Funding Sources:** Local	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Staff Quality, Recruitment, and Retention

Problem Statement 1: A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in Odessa has limited applicant pool.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester,

ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success		
Strategy's Expected Result/Impact: 5% increase in BOY to EOY MAP		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**Summative**
	Funding Sources: Local	**May**

Strategy 2: Milam's Instructional Specialist will work with teachers during PLC's and planning time with a focus on instruction.

		Formative
Strategy's Expected Result/Impact: Teachers will be responsible for creating a backwards planning mat for each unit and a calendar to plan out the # of days of instruction.		Oct
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 1, 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	May

Strategy 3: Pre K will use Frogstreet Press to ensure students know their letter sounds.

		Formative
Strategy's Expected Result/Impact: None		Oct
Staff Responsible for Monitoring: Pre K teachers, Principal, Assistant Principal. Special Education Teacher		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	Mar
TEA Priorities: Build a foundation of reading and math		Summative
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		May
	Funding Sources: State Pre-K	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 2: 3rd grade Reading "Meets" percentages will increase from 32% (2019 STAAR) to 37% as measured by the 2021 STAAR assessment.

3rd Grade Reading from 32% to 37%
4th Grade Reading from 33% to 38%
5th Grade Reading from 38% to 43%
4th Grade Writing from 29% to 34%.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.		
Strategy's Expected Result/Impact: Meets from 30% to 35%		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:**	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Demographics 1 Student Achievement 3 School Culture and Climate 4	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: None	

Strategy 2: All Kindergarten-3rd grade teachers, Principal, AP, Instructional Specialist, Special Education teacher, and Dyslexia Interventionist will participate in Reading Academies and implement strategies.

Strategy's Expected Result/Impact: Increase the foundation of literacy.	**Formative**
Staff Responsible for Monitoring: Kindergarten-3rd grade teachers, Principal, AP, Instructional Specialist, Special Education teacher, and Dyslexia Interventionist	**Oct**
	Jan
Title I Schoolwide Elements: 2.4, 2.6	**Mar**
Problem Statements: Demographics 1 Student Achievement 2, 3 School Culture and Climate 4 School Context and Organization 1, 2, 3 Technology 2	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**
Funding Sources: State Comp Ed	

Strategy 3: Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative.

Strategy's Expected Result/Impact: Guided reading environmental checklist and rubrics	**Formative**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Jan**
Problem Statements: Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
	Summative
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**
Funding Sources: Local	

Strategy 4: We will utilize a dyslexia specialist to improve reading performance on campus to plan, direct, and evaluate the learning experience of students who have been identified as having dyslexic characteristics in order for them to become successful readers. To facilitate implementation of reading interventions by creating and maintaining superior standards of teaching, learning, and support services so that campus and district objectives may be better achieved.

		Formative
Strategy's Expected Result/Impact: Improved Reading Performance for all identified Dyslexia students.		**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, Dyslexia Interventionist, Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math	Student Achievement 3	
	School Culture and Climate 4	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	School Context and Organization 3	**May**
	Technology 2	
	Funding Sources: Salary for Dyslexia Interventionist State Dyslexia	

Strategy 5: The ELAR vertical team has developed writing expectations Pre K-5th grade and all classroom teachers will ensure that these expectation are utilized.

		Formative
Strategy's Expected Result/Impact: District required writing samples, Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments		**Oct**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist		**Jan**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3	
	School Culture and Climate 4	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3	**May**
	Technology 2	
	Funding Sources: Local	

Strategy 6: All Milam 4th grade teachers will use Education Galaxy and Liftoff to Target TEKS Specific Objectives for 4th grade Writing to improve vocabulary development, writing elaboration, sentence construction and usage, development of critical thinking skill, reinforce ELAR TEKS.		

		Formative
Strategy's Expected Result/Impact: Growth in Writing skills		**Oct**
Staff Responsible for Monitoring: Principal, AP, IS, and 4th grade Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
	Funding Sources: Education Galaxy licenses for 4th grade Writing Title One School-wide $800	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff

development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 36% (2019 STAAR) to 41% as measured by the 2021 STAAR assessment.

3rd Grade Math from 36% to 41%
4th Grade Math from 36% to 41%
5th Grade Math from 38% to 43%

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum, scope and sequence and Number Talks to increase conceptual understanding of numbers to ensure student growth.	
Strategy's Expected Result/Impact: Meets from 36% to 41% as measured on STAAR 2021 Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, AP, IS, Teachers, and Math Vertical Team	**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: Local	

Strategy 2: Teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of Pre K-5 Math Curriculum.

*Instructional Specialist and administrators will provide ongoing lesson planning in PLCs.

*We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.

Strategy's Expected Result/Impact: Increase meets percentage by 10% by May 2021.		**Formative**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Mar**
	School Context and Organization 3	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Technology 2	**May**
	Funding Sources: Local	

Strategy 3: Milam staff will use targeted math intervention with an emphasis on problem solving as well as increased focus on teacher staff development and vertical planning. Guided math expectations will be established. K-5 grade teachers will implement 1st 21 days to integrate guided math/small group math strategies during core and RTI intervention scheduled times. All classrooms will utilize guided math/small group math instruction after the 1st 21 days of school. Math stations will be incorporated to include a problem solving station TEKS target the question from Lone Star, daily TEKS Target practice to implement a conceptual spiral review practice during math stations.

Strategy's Expected Result/Impact: Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist		**Jan**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: None	

Strategy 4: All Milam teacher in grades Kinder-5th will use TEKSas Target Practice to spiral all Math TEKS daily in order for students to master grade level math TEKS.

Strategy's Expected Result/Impact: Increased performance on STAAR, Imagine Math, Short Cycle Assessments, District Benchmarks, and MAP Assessments		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78 Title One School-wide $1,979.78	

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 37% (2019 STAAR) to 41% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

	Formative
Strategy 1: 1) Follow the District's Scope and Sequence K-5 in Science with fidelity. *Utilize PLCs for planning of instruction guided by Instructional Specialist. *We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science. *Disaggregate Science data in PLCs to ensure growth is made .	
Strategy's Expected Result/Impact: 10% increase in the Meets Standard on state assessments in Science by May 2021	**Formative**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist	**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
Problem Statements: Demographics 1 Student Achievement 3	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Summative**
School Culture and Climate 4 School Context and Organization 3 Technology 2	**May**
Funding Sources: None	

Strategy 2: Implement a consistent process to disaggregate data and monitor data through PLC's and grade level data meetings.	
Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2021 at improved rate of 20%.	**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist	
Title I Schoolwide Elements: 2.4 **Problem Statements:**	**Summative** **May**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

Problem Statements (Strategy 2):
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Strategy 3: Milam will target small group instruction based on student data following the recommended RTI model to increase student achievement. STAAR assessments and district benchmark data will show progress.	
Strategy's Expected Result/Impact: STAAR assessments and district benchmark data will show progress. Data, RTI intervention plans, PLC agendas, Minutes, Monthly Progress Data campus-wide	**Formative** **Oct** **Jan**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, RTI Coordinator	**Mar**
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:**	**Summative** **May**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

Problem Statements (Strategy 3):
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Strategy 4: Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.

Strategy's Expected Result/Impact: Increased performance on On-going Short Cycle Assessments ,Short Cycle Teacher Made Assessment, Imagine Learning, and Map Assessment	**Formative**
	Oct
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist	**Jan**
Title I Schoolwide Elements: 2.4, 2.5	**Mar**
Problem Statements: Demographics 1	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**
	Funding Sources: Local	

Strategy 5: Fine Arts teachers will support district curriculum and grade level TEKS by integration in fine arts classes.

Strategy's Expected Result/Impact: Shared lesson plans with fine arts teachers, Lesson Plans, Walkthroughs	**Formative**
Staff Responsible for Monitoring: Teachers, Fine Arts teachers, Principal, Assistant Principal	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Jan**
Problem Statements: Demographics 1	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers	School Context and Organization 3 Technology 2	**Summative**
	Funding Sources: Local	**May**

Strategy 6: We will monitor student growth, special education students, as well as all children that drop tier levels based on Imagine Learning data, MAP Assessments, and district curriculum unit assessments. All teachers will monitor tier movement through guided reading and guided math as well as tier one instruction.

		Formative
Strategy's Expected Result/Impact: Performance Data, Individual Growth Plans, RTI Data, Lesson Plans		**Oct**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal. Special Education Teacher		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**Summative** **May**
	Funding Sources: None	

Strategy 7: Milam will use learning and feedback from Relay to coach teachers and improve student engagement, instruction, and increase assessment results. The use of Get Better Faster to improve overall accountability.

		Formative
Strategy's Expected Result/Impact: Overall improvement on short cycle assessments, district benchmarks, 20201 STAAR Tests. Use of Data Collection Forms, Coaching notes, videos, assessment data.		**Oct**
Staff Responsible for Monitoring: Relay team, Principal, Assistant Principal, Instructional Specialist		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Student Achievement 3 School Culture and Climate 4	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	School Context and Organization 3 Technology 2	**May**
	Funding Sources: Local	

Strategy 8: Milam's teaching and learning will include blended learning.	
Strategy's Expected Result/Impact: Teachers will create a blended learning environment where students will use technology and in class support. Complete Blended Learning Book Study and implementation.	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, and Teachers	**Jan**
	Mar

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 3
School Context and Organization 1, 3
Technology 2

Funding Sources:
Local $1,500

Summative

May

Strategy 9: Milam will use formal and informal assessment to identify students and areas of need to make one years growth.	
Strategy's Expected Result/Impact: Increase the number of students meeting approaches, meets, and mastery with no decreases in scores.	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers	**Jan**
	Mar

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Summative

May

Strategy 10: 10 teachers from Milam will participate in the Relay teacher training.

	Formative
Strategy's Expected Result/Impact: Attendance in all trainings.	
Implementation of :	**Oct**
August 3 & 4-Routines & procedures (Day 1), Unpacking standards (Day 1), Writing the objective (Day 2), Creating aligned exit tickets (Day 2), Planning a strong "I Do" (Day 2)	**Jan**
September 3-Writing the exemplar, Student practice	**Mar**
September 25- Aggressive monitoring	
November 6-Reteach 101 and 201	**Summative**
Staff Responsible for Monitoring: Principal, AP, IS	**May**
Attendees: Franco, Allison, Flack, Lujan, Fuentes, Benavidez, Del Bosque, Starkes, Heronema, Zapata	

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Demographics 1 Student Achievement 1, 2, 3 School Culture and Climate 2, 4 Curriculum, Instruction, and Assessment 2, 3 School Context and Organization 2, 3 Technology 2
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** State Comp Ed

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27%

of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Curriculum, Instruction, and Assessment

Problem Statement 2: Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 3: Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

School Context and Organization

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Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 31% (2019 STAAR) to 36 % as measured by the 2021 STAAR assessment.

Strategy 1: Students will track data monthly in their data folders.	
Strategy's Expected Result/Impact: Data folders for students, Data Cards, and Data Binders for teachers	**Formative**
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools / **Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
	Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction / **Funding Sources:** Local $1,200	**May**

Strategy 1: Students will track data monthly in their data folders.

	Formative
Strategy's Expected Result/Impact: Data folders for students, Data Cards, and Data Binders for teachers	
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Mar**
Problem Statements: Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**
Funding Sources: Local $1,200	

Strategy 2: Use of Aggressive Monitoring forms in each classroom to ensure students are mastering content. The data will be used for reteach and intervention to ensure all students master the content being taught.

	Formative
Strategy's Expected Result/Impact: Overall improvement on short cycle assessments, district benchmarks, 2021 STAAR Tests.	
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist	**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Mar**
Problem Statements: Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 1, 3 Technology 2	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**
Funding Sources: None	

Strategy 3: Milam will utilize Bilingual & ESL current data, determine areas of needs and successes by grade level and student SE.		
Strategy's Expected Result/Impact: TELPAS, Accountability Data Unit Assessment Data Progress monitoring		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Summative**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**May**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
	Funding Sources: State Bilingual ESL	

Strategy 4: Milam Bilingual/ESL Teachers will participate in Professional Development Opportunities to ensure the use of effective instructional practices in the Bilingual and ESL classroom.		
Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas. Walkthroughs and EL assessment data.		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
	Funding Sources: State Bilingual ESL	

Strategy 5: Milam Kinder, 1st grade, 2nd grade, and 3rd grade Bilingual will follow the dual language one-way model.

	Formative
Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.	
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator	**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

	Summative
	May

Strategy 6: Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing.

	Formative
Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.	
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator	**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

	Summative
	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

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Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Increased student engagement both virtually and face to face.

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.		
Strategy's Expected Result/Impact: Increase in MAP scores at the EOY, Formal Assessment growth		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May
	Funding Sources: Local	

Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning		
Strategy's Expected Result/Impact: Increased engagement, and Personalized learning resulting in growth for all students		**Formative**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2	**Jan**
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		May
	Funding Sources: Blended Learning Book for Book Study Local $1,500	

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

	Formative
Strategy's Expected Result/Impact: Quality Tier 1 Instruction and Student Mastery of Objectives	**Oct**
Staff Responsible for Monitoring: Principal, AP, IS, and Teachers	**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 Student Achievement 3	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools School Culture and Climate 4 School Context and Organization 2, 3 Technology 1, 2	**Summative**
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Problem Statement 2: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Natalie Fitzgerald	Principal
Administrator	Claudia Lopez	Assistant Principal
Non-classroom Professional	Felicita Garcia	Counselor
Classroom Teacher	Annalisa Zapata	2nd grade Teacher
Classroom Teacher	Mary Stutes	1st grade Teacher
Classroom Teacher	Robbin White	2nd grade Teacher
Classroom Teacher	Christy Starkes	3rd grade Teacher
Classroom Teacher	Melissa Heronema	3rd grade Teacher
Classroom Teacher	Monica Olivas	4th grade Teacher
Classroom Teacher	Joy Mendoza	4th grade Teacher
Classroom Teacher	Claudia Richards	GT/SIP Teacher
Media Specialist	Jennifer Marks	Media Specialist
Classroom Teacher	Patti Pankey	Special Education Teacher
Parent	Andrea Garcia	Parent Representative
Parent	Felipe Zamora	Parent-Business (Big Cat Signs)
Paraprofessional	Tiffany Galindo	Pre K Aide
Business Representative	Kelli Britton	Permian Basin Drug & Alcohol Testing
Business Representative	Dr. Diana Ruiz	UTPB-Director First 5, Asst. Professor of Nursing, Director-Simulation Center
Community Representative	Michelle Keast	UTPB Professor of Fine Arts, ECISD Fine Arts Teacher, Fine Arts Community
Community Representative	Cheryl McQueen	Medical Center Hospital-Director of Materials Management and Odessa Leadership
District-level Professional	Staci Ashley	Executive HR Director

Campus Funding Summary

			Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Incentives for each 9 weeks		$0.00
1	1	4			$0.00
1	3	1			$0.00
1	5	1			$0.00
1	7	1			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	8	3			$0.00
1	8	4			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	3			$0.00
3	1	1			$0.00
3	2	3			$0.00
3	2	5			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	4	2			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	7			$0.00
3	4	8			$1,500.00
3	4	9			$0.00
3	5	1			$1,200.00
3	6	1			$0.00
3	6	2	Blended Learning Book for Book Study		$1,500.00
3	6	3			$0.00
				Sub-Total	$4,200.00

National School Lunch Program/NSLP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
				Sub-Total	$0.00

State Bilingual ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	3			$0.00
3	5	4			$0.00
3	5	5			$0.00
3	5	6			$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
2	1	5			$0.00
3	2	2			$0.00
3	4	10			$0.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$0.00

State School Safety

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			$0.00
1	6	1			$0.00
1	6	6			$0.00
1	6	8			$0.00
				Sub-Total	$0.00

Title One School- Improvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	7			$0.00
				Sub-Total	$0.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	4 Pre K Aide Salaries		$0.00
3	2	6	Education Galaxy licenses for 4th grade Writing		$800.00
3	3	4	LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78		$1,979.78
				Sub-Total	$2,779.78

State Pre-K

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			$0.00
				Sub-Total	$0.00

State Dyslexia

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	Salary for Dyslexia Interventionist		$0.00

State Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Grand Total	$6,979.78

Addendums

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5
Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1
Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

C

74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME

2017-18   2018-19

Met Standard   C
73 out of 100   74 out of 100
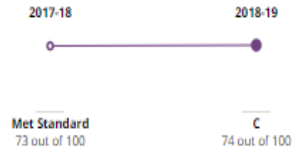
This shows how overall performance at the school has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

C

70 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Additional Details

SCHOOL PROGRESS

C

75 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

Additional Details

CLOSING THE GAPS

C

73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0
STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0
White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Questions   Responses 42

42 responses

Accepting responses ⬤

Summary   Question   Individual

I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses
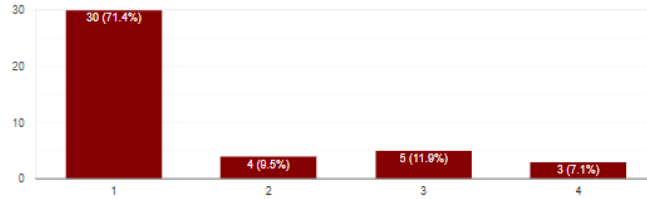
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.
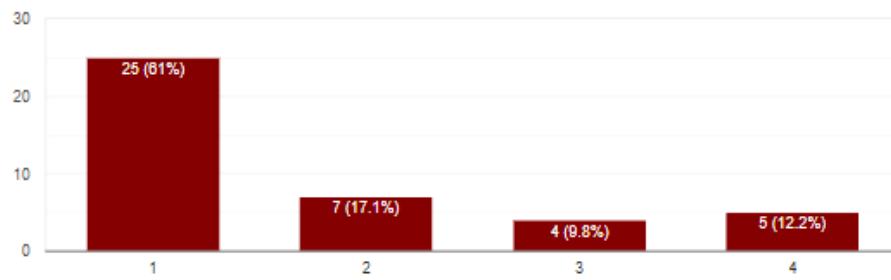
42 responses
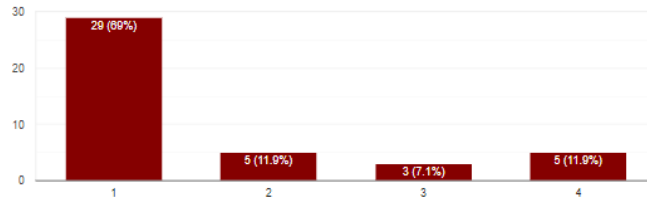
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses
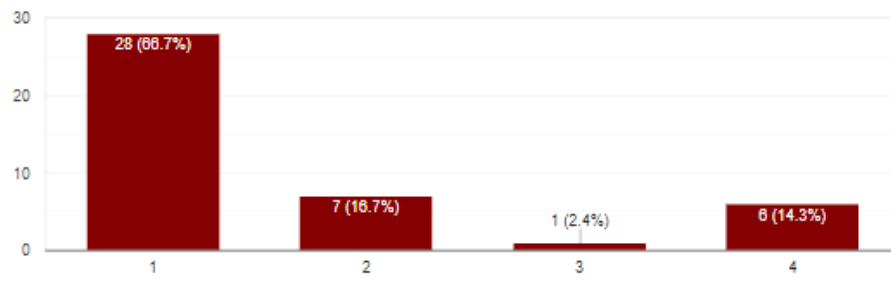
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses

Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses

27 (64.3%)	
4 (9.5%)	6 (14.3%)	5 (11.9%)
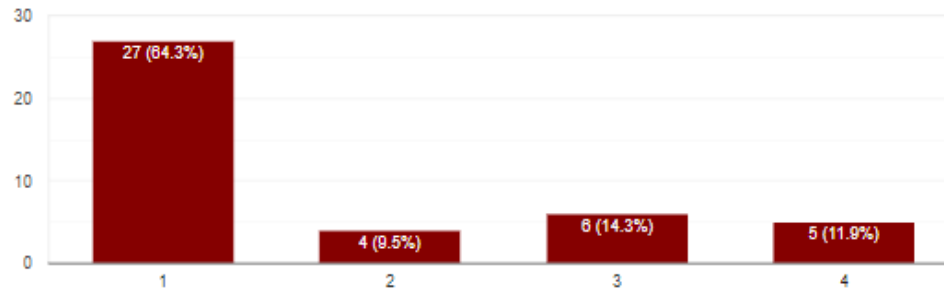
My calls, emails, or notes to school staff are answered promptly. Mis llamadas, correo electronicos, o notas para la escuela son contestadas con rapidez.

42 responses

28 (66.7%)	
5 (11.9%)	6 (14.3%)	3 (7.1%)
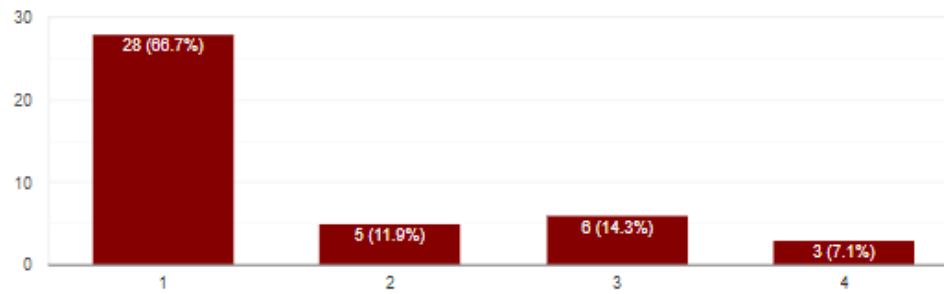
I feel knowledgeable about the school's expectations for my child. Me siento informado/a acerca de las espectativas escolares de mi hijo/a.

42 responses
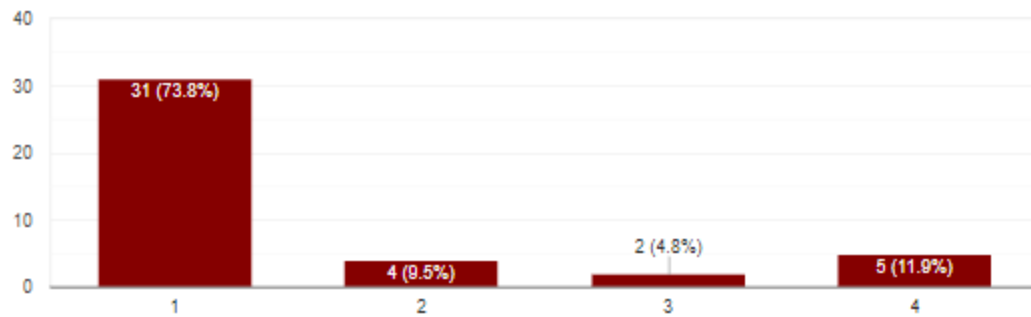
I feel knowledgeable about what is going on at the school. Me siento informado/a sobre los eventos en la escuela.

42 responses
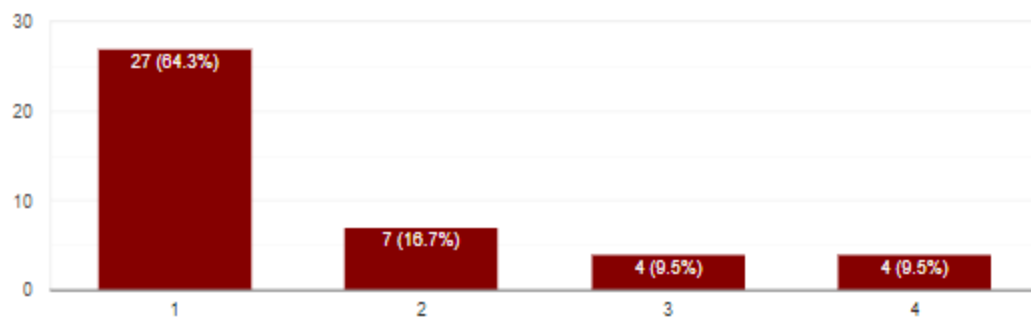
I know how to help my child with his/her homework. Sé cómo puedo ayudar a mi hijo/a con la tarea.

42 responses
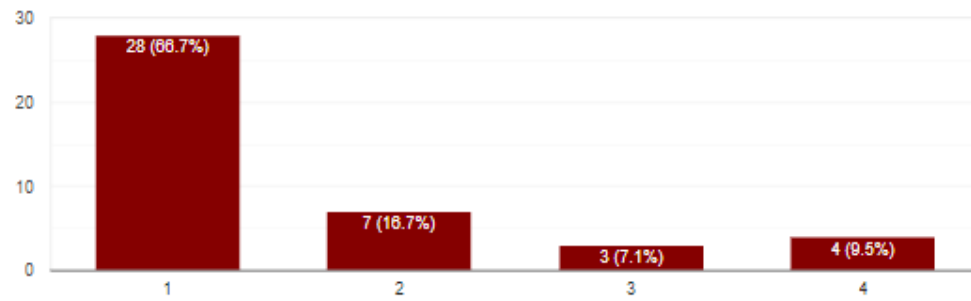
Milam respects the different cultures represented in our student population. Milam respeta las distintas culturas representadas en la población de sus estudiantes.

42 responses
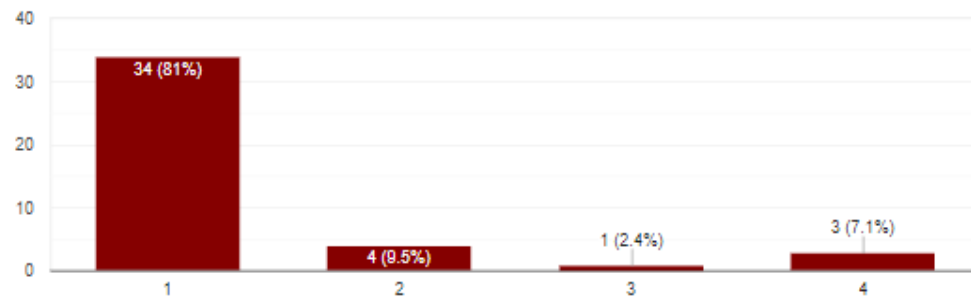
I feel that parents have the opportunity to observe students in various types of performances. Siento que los padres tenemos oportunidad de observar a los estudiantes en varios tipos de actuaciones.

42 responses
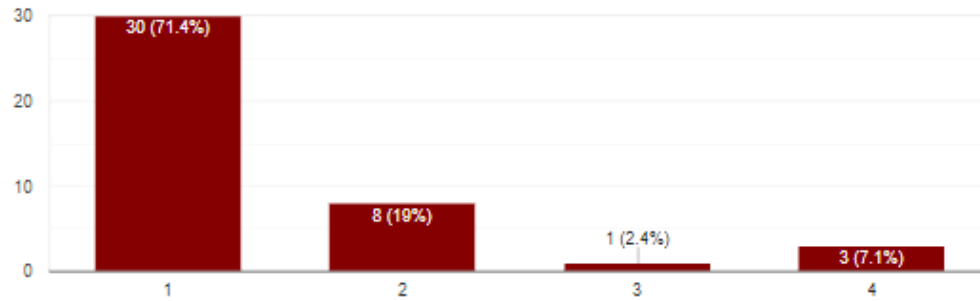
I have been encouraged to volunteer at school. Me han animado a que sea voluntario en la escuela.

42 responses
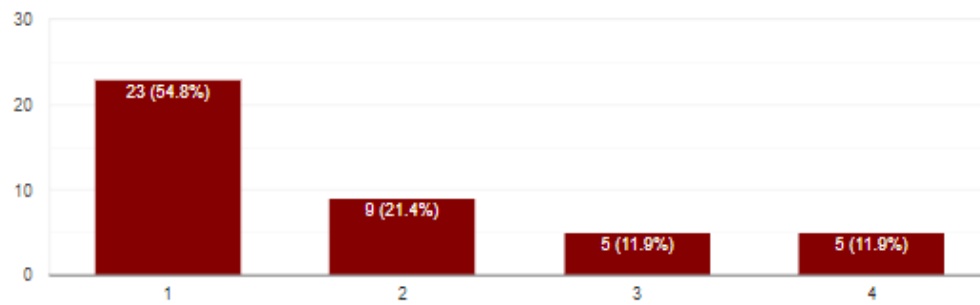
My child has the opportunities to display their academic and fine arts talents. Mi hijo/a tiene oportunidades de exponer sus talentos académicos y de bellas artes.
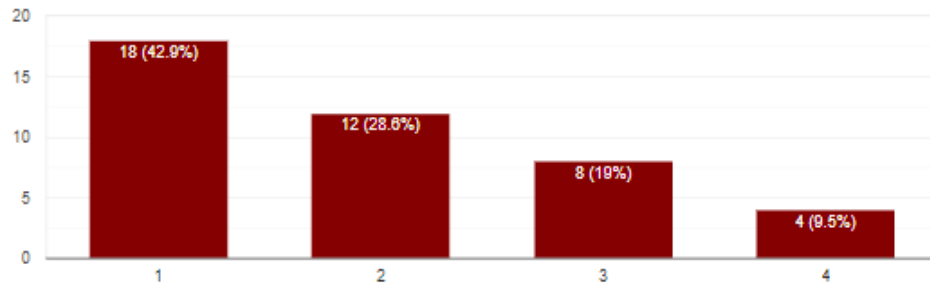
42 responses
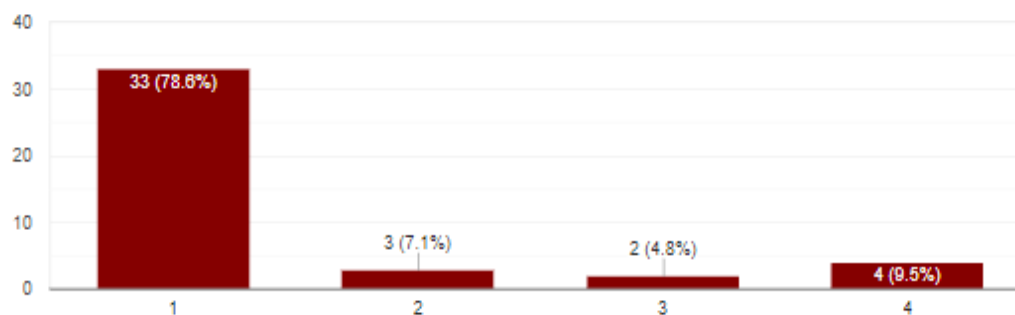
The school provides our family with parenting resources. La escuela proporciona a nuestra familia con recursos sobre crianza.
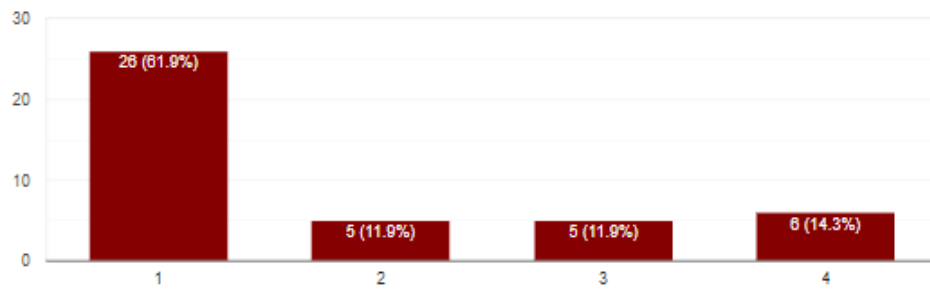
42 responses
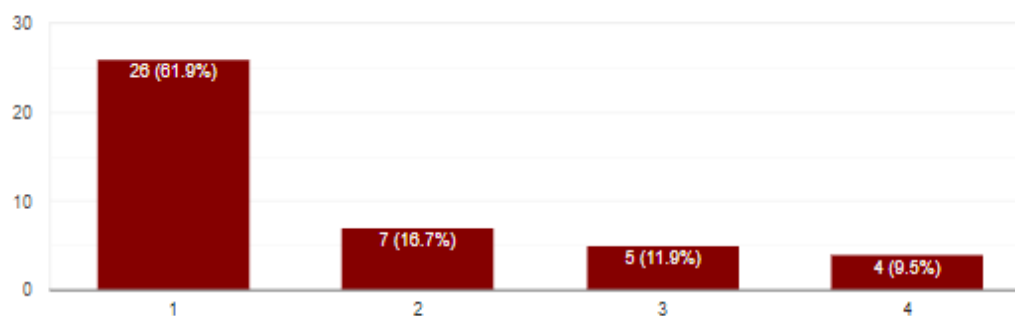
I feel that parents are involved in decision-making at our school. Siento que los padres están involucrados en las decisiones que se toman en la escuela.
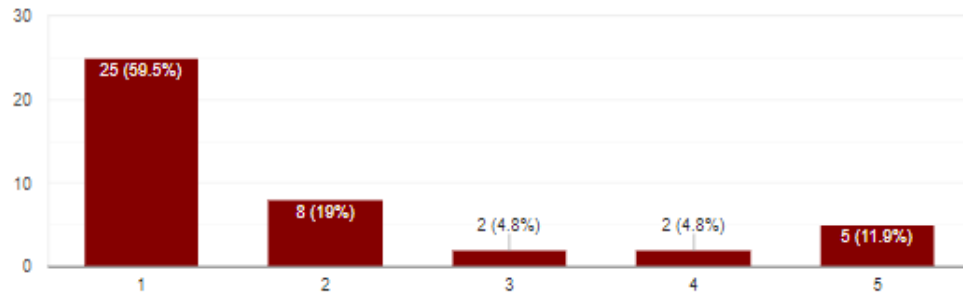
42 responses

I feel knowledgeable about our school's status as a Title I Schoolwide school. Me siento informado sobre el estado de Title I de nuestra escuela.

42 responses

I feel that my child has made adequate progress over the past school year at Milam. Siento que mi hijo/a ha progresado adecuadamente a lo largo de este curso escolar.

42 responses

Additional Comments. Coemntarios Adicionales.

9 responses

Love the school! One of the main reasons we remain in Odessa. The faculty and staff are amazing, and its a shame that Milam isn't a Pre-K through 8th or 12th school! Amazing! And thank you all, for all that you do!

My child had Mrs Stutes this year and I would like to commend her for her patience of both my child my child's parent. She was constant in her efforts for the students to progress and succeed especially when we had to quarantine at home.
Additionally, my hats off to the entire faculty and staff not just during Covid-19 but throughout the year. The teachers know the students and it shows through the established relationships that all students are cared off
Finally special kudos to Mrs Fitzgerald. Her leadership is amazing. She stays in communication through duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

Siento agradecimiento y gran respeto a los maestros que siempre se ocupan de que los hijos den lo mejor de ellos

Additional Comments. Coemntarios Adicionales.

9 responses

duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

Siento agradecimiento y gran respeto a los maestros que siempre se ocupan de que los hijos den lo mejor de ellos

No

On the progress question is 1 bad or good? You don't say. Some of the teachers are nice, while others are mean and vindictive.

It's been a strange year. Hopefully next year will be better.

Me encanta esta escuela

We love Milam! We're blessed to be part of this school family!!