

Ector County Independent School District

Milam Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

The mission of Milam Elementary School is to cultivate successful and productive students who are collaborators, critical thinkers, problem solvers, risk-takers, and scholars who understand the value of artistic expression and the arts. The school aims to foster emotionally mature individuals who are well-equipped to navigate a changing world.

Vision

Our vision is a community where all staff and scholars feel safe, supported, loved, respected, and encouraged to be lifelong learners who positively contribute to our world. They will take the wonderful elements of Milam with them everywhere they go!!

Value Statement

#ItsOURtimetoSHINE

Milam Core Values: Respect, Positivity, Integrity, Trustworthiness, Problem-Solver, Critical-Thinker, Creative-Mind, Perserverance, Leadership

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 1: By May 2027, positive perception responses on district climate and culture surveys across staff, students, and parents will increase from 58% to 75%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: District climate and culture surveys (staff, student, and family), quarterly feedback loop evaluations, and campus attendance/engagement reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 2: By May 2027, the percentage of 3rd-5th grade students performing at or above the "Meets Grade Level" standard on STAAR reading and math assessments will increase from 35% to 48%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR RLA and Math performance and growth reports, district benchmark assessments, and campus progress monitoring logs.

Strategy 1 Details		Reviews			
Strategy 1: Implement daily data-driven small-group instruction and targeted intervention blocks using supplemental STAAR-aligned materials to close learning gaps in 3rd-5th grade reading and math. Strategy's Expected Result/Impact: Higher student mastery of core reading and math concepts, leading to increased grade-level growth on campus benchmark assessments and improved STAAR "Meets" performance across 3rd-5th grades. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Math/RLA Instructional Coaches Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	May
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 3: By May 2027, the percentage of entering kindergarten students meeting or exceeding the kindergarten readiness benchmark will increase from 56% to 65%.

HB3 Board Goal

Evaluation Data Sources: TX-KEA (Texas Kindergarten Entry Assessment) results, mCLASS/DIBELS benchmark data, and district pre-K progress monitoring reports.

Strategy 1 Details		Reviews			
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
Strategy 1: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, aligning Tier 1 instruction and designing targeted small-group math interventions. Strategy's Expected Result/Impact: Increased student performance on Math assessments across K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Demographics 2 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their reading RIT growth goal in grades Kindergarten through 5th grade will increase from 52% to 72% on the STAAR assessment.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR reading data

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, targeted small-group guided reading interventions and phonics/fluency routines during intervention blocks to support students performing below grade level. Strategy's Expected Result/Impact: Enhanced teacher instructional capacity in evidence-based literacy routines, leading to increased student reading comprehension, vocabulary development, and growth on district benchmarks and STAAR reading assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Reading Interventionists Problem Statements: Demographics 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly hands-on science inquiry labs and structured Claim-Evidence-Reasoning (CER) writing routines to deepen 5th-grade students' conceptual understanding and scientific reasoning skills. Strategy's Expected Result/Impact: Increased student mastery of 5th-grade science concepts and improved scientific writing proficiency on CER tasks, leading to higher achievement on district checkpoints and the STAAR Science assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, 5th Grade Science Teachers Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, adjusting Tier 1 core instruction and designing targeted small-group interventions. Strategy's Expected Result/Impact: Increased student performance on assessments across grades K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement daily, targeted small-group math interventions and supplemental digital learning paths during intervention blocks to accelerate growth for students performing below grade level. Strategy's Expected Result/Impact: Accelerated math proficiency and reduced learning gaps for K-5 students performing below grade level, leading to increased percentage of students meeting individual NWEA MAP Math growth targets. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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No Progress



Accomplished



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Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" standard on the STAAR Math assessment will increase from 35% to 48%.

Evaluation Data Sources: STAAR Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
Strategy 1: Implement bi-weekly math PLC data meetings to analyze district benchmark data, identify student learning gaps, and deliver targeted Tier 2 small-group math interventions during daily intervention blocks. Strategy's Expected Result/Impact: Increased student math mastery on district benchmarks and checkpoints, leading to timely Tier 2 interventions and measurable growth toward the 48% target on the STAAR Math assessment. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Math Instructional Coach Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, the percentage of students reporting a positive sense of school connectedness on the Panorama climate survey will increase from 59% to 70%.

Evaluation Data Sources: Panorama Student Climate & Culture Survey results, campus connectedness pulse checks, and student council feedback logs.

Strategy 1 Details	Reviews			
Strategy 1: Implement campus-wide daily morning meetings and structured advisory periods to foster positive peer-to-peer relationships and staff-student mentorship across all grade levels. Strategy's Expected Result/Impact: Increased student-to-peer and student-to-staff relationship building, leading to improved campus climate, reduced behavioral disruptions, and higher student connectedness on the Panorama survey. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Campus Counselors Problem Statements: Family and Community Engagement 2	Formative			Summative
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