Ector County Independent School District

Milam Elementary Magnet

2021-2022 Campus Improvement Plan

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

Values

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Inclusiveness.** We celebrate our community, honoring unique perspectives
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning.
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Inclusiveness.** We celebrate our community, honoring unique perspectives and ideas of everyone.
- **Accountability.** We take responsibility for our actions and decisions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Milam Fine Arts Academy is a School of Choice Campus with a focus on the Visual and Performing Arts.

Milam serves students in Pre K through fifth grade. On each grade level there are three monolingual and one bilingual classroom. All students Pre K-5th grade students participate in art, drama, piano, general music, physical education/dance, and library. Students stay for an additional hour to focus on performing arts classes based on student selection. Milam has a teacher certified in gifted and talented education on campus to work with GT identified students at Milam. In addition all teachers have had their initial 30 hours of GT training and receive their 6 hour update each year.

Milam is a school-wide Title 1 school that had 616 students at the end of the 2020-2021 school year. The enrollment went up from 584 due to the addition of a monolingual and bilingual Pre K class from the previous school year. Enrollment data indicates 24.3% English Language Learners, 11.2% identified gifted and talented, 52.74% considered at-risk, 7.1% served through special education, 6.4% served through dyslexia, 8.96% homeless, and 51% economically disadvantaged students.

In 2020-2021, Milam had 252 male students and 361 female students.

The attendance rate for Milam was 96.69% for 2020-2021 which is up from 96.3% in 2019-2020. Milam staff put forth significant efforts to increase the campus attendance rate. There was a weekly incentive for the top attendance class on each grade level in addition to the top weekly attendance for the school. Students that received perfect attendance were recognized in a ceremony each 9 weeks and received a spirit stick and certificate for this accomplishment. Social media and Class Dojo were used to keep families informed of attendance goals and progress. Parents were contacted for every absence. Teachers entered attendance contacts in Eduphoria after 3 absences and administrators contacted parents at the seventh absence and sent home an attendance contract. As a result of these efforts, attendance improved by .39%.

Milam Population Data

	16-17	17-18	18-19	19-20	20-21	Difference
Total Enrollment	510	517	534	584	616	32
Pre-Kindergarten	42	24	24	44	74	30
Kindergarten	83	86	81	92	96	4
First Grade	78	89	91	88	94	6
Second Grade	81	79	87	93	91	-2
Third Grade	82	88	80	94	92	-2
Fourth Grade	72	82	88	85	89	4
Fifth Grade	72	69	83	88	80	-8

Ethnic Distribution	16-17	17-18	18-19	19-20	20-21	Difference
White	77	65	60	71	70	-1
Hispanic / Latinx	389	422	435	486	521	35
Black or African American	31	22	22	19	14	-5
Asian	1	0	0	0	1	1
American Indian / Alaska Native	3	2	1	1	2	1
Native Hawaiian / Pacific Islander	3	2	2	1	1	0
Two or More	6	4	5	60	7	1

Special Populations	16-17	17-18	18-19	19-20	20-21	Difference
At-Risk	204	226	230	230	272	42
Economic Disadvantaged	304	258	308	232	316	84
LEP	95	108	111	116	140	24
Special Education	27	31	28	29	44	15
Bilingual Education	91	105	108	114	137	23
ESL	4	3	2	2	1	-1
Gifted & Talented	68	72	72	72	69	-3
Title I	510	517	534	584	616	32
Immigrant	4	6	6	3	4	1
Migrant	0	0	0	0	0	0
Military-Connected	3	2	2	16	17	1
Foster Care	3	3	2	0	0	0
Homeless / Mc-Kinney Vento	7	4	5	5	1	-4
Dyslexia	16	19	23	24	27	3

3

Milam Staff

The Principal and Assistant Principal are both returning to Milam for the 2021-2022. This is the Principals 9th year at Milam and the Assistant Principals 3rd year at Milam. Milam will also have a Principal Fellow during the 2021-2022 school year. As of August 4, 2021, there are no vacancies at Milam. At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

Employee Numbers

	Administrators (Principal & Asst. Principal)	Teachers	Instructional Paraprofessionals (Aides)
16/17	2	41	3
17/18	2	37	3.5
18/19	2	36	3.1
19/20	2	37	4.0
20/21	2	42	5.2
21/22	2 + 1 Principal Fellow		

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
16/17 to 17/18	100%	86.84%	60%
17/18 to 18/19	50%	64.71%	25%
18/19 to 19/20	100%	76.4%	75%
19/20 to 20/21	100%	82.8%	100%
20/21 to 21/22	100%	53%	88%

Teaching Staff Demographic Information 2020-2021

Demographic	All Teachers	K	First	Second	Third	Fourth	Fifth	PE	Sped
Male	11%	0%	0%	0%	25%	0%	25%	100%	0%
Female	89%	100%	100%	100%	75%	100%	75%	0%	100%
White	41%	25%	66%	50%	25%	75%	25%	0%	100%
AA	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	59%	75%	33%	50%	75%	25%	75%	100%	0%

Highest Degree Achieved by Teachers

No degree	**3.7%**
Bachelors	71.5%
Masters	28.5%
Doctorate	0%

Teacher Experience

Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6-10 Years	Percent with 11-20 Years	Percent with > 20 Years
16/17	0%	24%	13.2%	33.2%	40%
17/18	8.2%	24.5%	8.2%	27%	25%
18/19	0%	25.1%	14.0%	27.7%	13.6%
19/20	8.1%	16.2%	18.9%	33.8%	-21.4%
20/21	11.8%	18.9%	19.1%	24.3%	22.7%

Demographics Strengths

1. Student attendance increased from 96.3% to 96.69%.

2. Same administrators are returning for the 2019-2020, 2020-2021, and 2021-2022 school year.

3. There are no vacancies at Milam. At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

4. 66.1% of teacher experience is between 6-20 plus years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Loss of 12 veteran staff members. **Root Cause:** Promotion to another district position (7 teachers-1 MCL position, 1 reading specialist, 2 Dyslexia Interventionist, 1 Instructional Specialist, 1 district instructional specialist, 1 Pre K specialist), retirement (4 teachers), and moving states (1 teacher).

Problem Statement 2: Nine teachers with

Student Learning

Student Learning Summary

Milam Fine Arts Academy was rated a C campus in 2018-19. Due to COVID-19, there was not state testing in 2020 and all campuses were labeled *Not Rated: Declared State of Disaster* for 2020. The Texas Education Agency paused A-F ratings for the 2020-21 school year due to the ongoing disruptions associated with COVID-19. Therefore, Milam will enter the 2021-22 school year under the *Identification for targeted support and improvement* due to the "C" rating in 2018-19.

Data below is from the Texas Education Agency (TEA) ***School Report Card from 2018-2019***.

Overall Score/Rating = 74/C

Student Achievement Domain 1 = 70/C

School Progress Domain 2= 75/C

Closing the Gaps Domain 3 = 73/C

Texas Education Agency
2019 Accountability Ratings Overall Summary
EL MAGNET AT MILAM EL (068901116) - ECTOR COUNTY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**74**	**C**
Student Achievement		**70**	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**75**	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 57.7%)	41	63	D
Closing the Gaps	**59**	**73**	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency
2021 Accountability Ratings Overall Summary
EL MAGNET AT MILAM EL (068901116) - ECTOR COUNTY ISD

✷ Confidential ✷

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	30
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 51.3%)	30
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

MATH STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar

on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, fourth grade, and fifth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. 5th grade students grew at the expected rate and finished the year in the 67th growth percentile. Third and fourth grade grew tremendous amounts and were above the 90th percentile for growth. Kindergarten, 1st grade, and 2nd grade fell well below projections and had a negative growth index.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 1-4 all showed significant increases. Kindergarten dropped 11 percentile points from 82% to 71%, 1st grade dropped 16 percentile points from 69% to 53%, and 2nd grade dropped 8 points from 58% to 50%. Third grade increased 10 percentile points from 24% to the 34% percentile at the end of the year. Fourth increased 11 percentile points from 24% to the 35% percentile at the end of the year. Fifth grade increased 2 percentile points from 23% to the 25% percentile at the end of the year.

Student Growth Summary Report

Aggregate by School

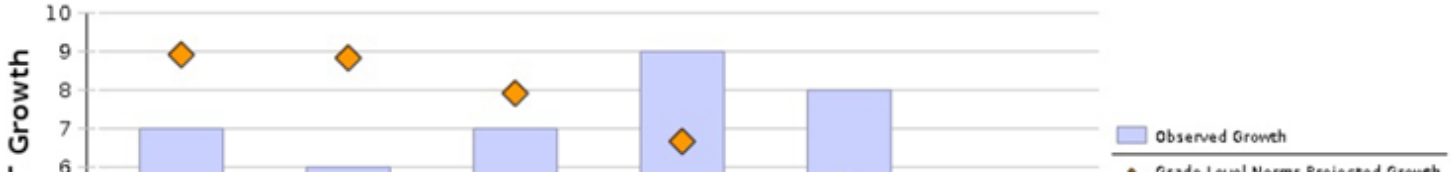
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

Milam Elementary School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	91	145.3	11.7	82	152.3	12.2	71	7	1.1	8.9	-1.67	5	91	50	55	51
01	93	163.7	11.8	69	170.1	13.9	53	6	1.0	8.8	-1.93	3	93	38	41	41
2	91	176.9	10.9	58	183.6	10.8	50	7	0.8	7.9	-1.06	14	91	46	51	46
03	92	184.8	11.9	24	193.3	12.1	34	9	0.6	6.7	1.73	96	92	56	61	65
4	89	195.2	11.5	24	202.9	10.8	35	8	0.7	5.5	2.19	99	89	60	67	68
5	80	204.0	15.0	23	209.1	15.8	25	5	0.6	4.6	0.43	67	80	48	60	59



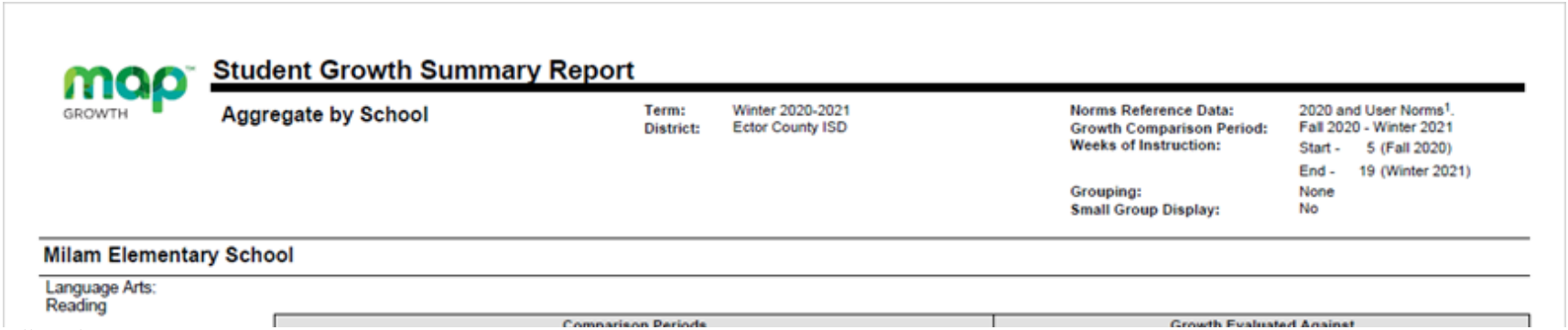
READING STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who almost met growth projections are 3rd grade and 4th grade, but they did not meet grade-level norms projected growth.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Both kindergarten and first grade have negative school conditional growth index scores. Kindergarten (3%), 1st grade (1%), 2nd grade (34%), 3rd grade (26%), 4th grade (26%), and 5th grade (1%) fell well below projections and had a negative growth index.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2021 percentile, all grade levels showed significant decreases. Kindergarten dropped 14%, 1st grade dropped 33%, 2nd grade dropped 22%, 3rd grade dropped 3%, 4th grade dropped 3%, and 5th grade dropped 14 points21 percentile points from 64 to 43. Kindergarten and 3rd grade are the only grade levels above the 50th percentile in reading.


map GROWTH

Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Ector County ISD

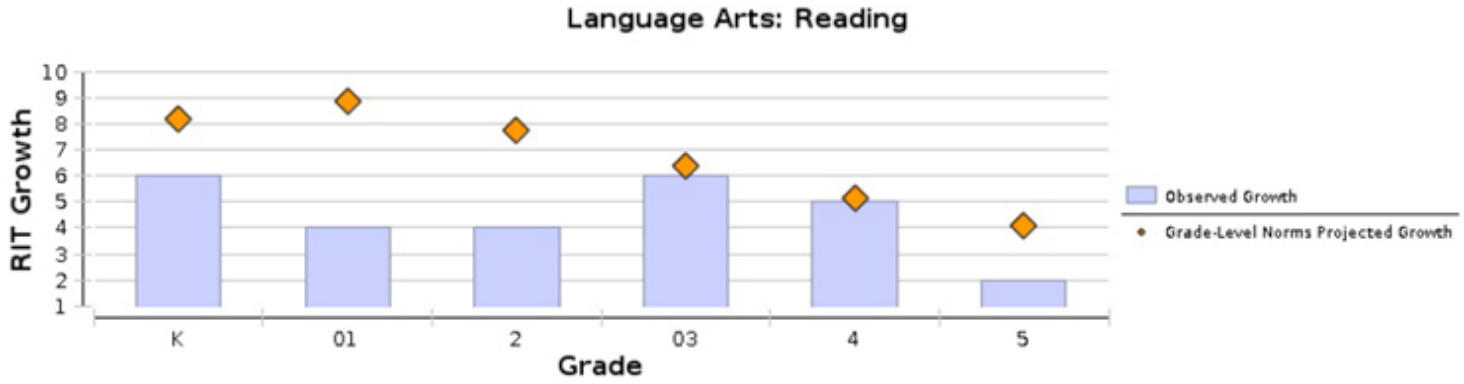
Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

Milam Elementary School

Language Arts:
Reading

Comparison Periods | Growth Evaluated Against

		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	67	142.9	11.8	86	148.7	11.5	72	6	1.4	8.2	-1.93	3	67	30	45	35
01	70	159.7	11.7	71	163.6	12.4	38	4	1.1	8.8	-3.91	1	70	25	36	21
2	74	173.2	10.8	51	177.1	12.2	29	4	0.9	7.7	-3.06	1	74	24	32	32
03	92	188.2	14.9	56	194.1	14.3	53	6	1.0	6.3	-0.42	34	92	49	53	52
4	88	194.9	13.1	38	199.4	13.2	35	5	1.0	5.2	-0.63	26	88	44	50	47
5	80	203.0	12.9	40	204.6	14.5	27	2	1.1	4.1	-2.53	1	80	33	41	29



TELPAS Data 2020-2021

map GROWTH

Student Growth Summary Report

Aggregate by School

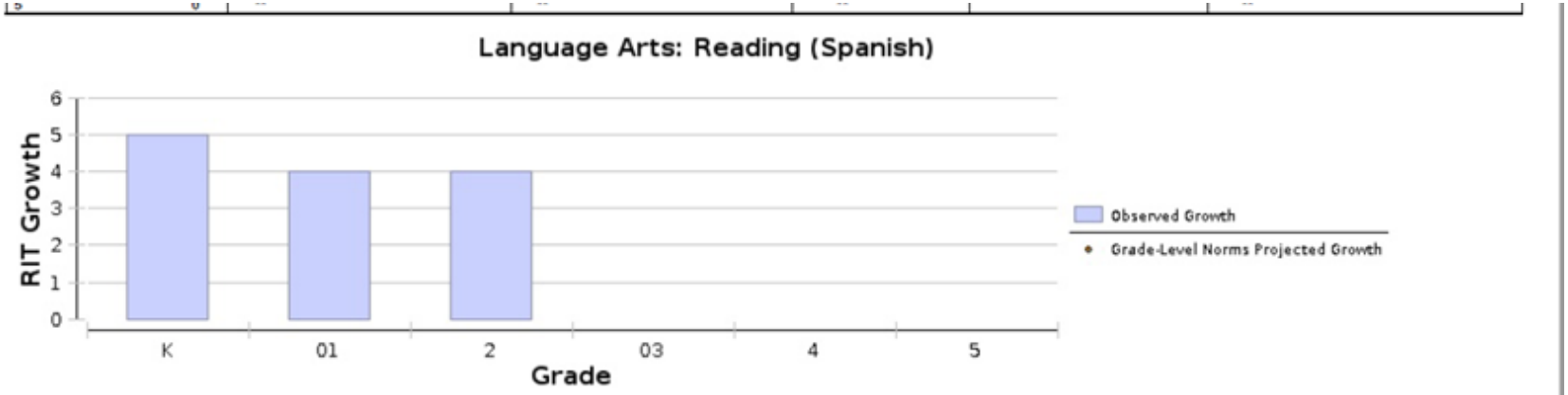
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

Milam Elementary School

Language Arts:
Reading (Spanish)

		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	24	146.6	17.0		151.7	11.5		5	3.5				24	10	42	37
01	23	161.1	15.1		165.0	16.8		4	2.3				23	5	22	18
2	17	172.2	11.5		176.2	12.2		4	1.4				17	3	18	37
03	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			



Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores do not correlate to short -cycle assessments and released test data.

Problem Statement 2: Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

Problem Statement 4: 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Lack of hands-on labs for students to internalize learning were used due to COVID.

Priority Problem Statements

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 96.8% in 2021 to 98.8% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly Reports and Attendance final year report for 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will provide incentives for perfect for perfect attendance each month and every 9 weeks in an effort to improve attendance to 98.8 %. **Strategy's Expected Result/Impact:** Attendance Rate of 98.8% **Staff Responsible for Monitoring:** Principal, AP, Counselor, Attendance Clerk, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Documented Parent Contact/Contracts in Eduphoria. *Anytime a student is absent the home room teacher will contact parent for reason and document. *Attendance Clerk-Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused. *Teacher- Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused. *Counselor, AP, Principal-Meeting with parent and Truancy Prevention Measures Contract put into place in Eduphoria when a student has 7 unexcused absences or excessive excused. **Strategy's Expected Result/Impact:** Increase our attendance rates with fewer contracts as per our attendance weekly reports. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Attendance Clerk **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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Anytime a student is absent the home room teacher will contact parent for reason and document the reason for absence in Eduphoria student logs. **Strategy's Expected Result/Impact:** Increase our attendance rates with fewer contracts as per our attendance weekly reports. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Attendance Clerk **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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 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 2022. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Clerk **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Incentives for each 9 weeks - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 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. **Strategy's Expected Result/Impact:** Student attendance rate will increase from 96.3% to 96.9% by 2021. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC **Title I Schoolwide Elements:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local				

No Progress Accomplished Continue/Modify Discontinue

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 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Student Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Principal, AP, IC, Special Ed. Teacher, Dyslexia Interventionist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: 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 Schoology (3rd-5th grade).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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), Schoology (3rd-5th grade). **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **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

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 4: 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 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 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State School Safety				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implementation of 7 Mindsets lessons in the classroom daily to support student and staff Social Emotional Learning. **Strategy's Expected Result/Impact:** Promote self-awareness, self management, social awareness, relationship skills, and responsible decision making. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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				

No Progress Accomplished Continue/Modify Discontinue

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 5: Milam will provide a safe and supportive learning environment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.5, 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, Counselor, and SAS Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment; Decrease in Referrals **Staff Responsible for Monitoring:** Principal, AP, Counselor, CHAMPS Team, and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
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			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				

Strategy 7 Details	Reviews			
Strategy 7: Milam will model Relay School wide routines and procedures and provide coaching.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive learning environment **Staff Responsible for Monitoring:** Principal, AP, IS, and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title One School- Improvement				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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 **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				

 No Progress Accomplished Continue/Modify Discontinue

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 6: 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, IStation Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Staff Responsible for Monitoring:** Principal, AP, IS, and Teachers **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 5: Effective Instruction **Funding Sources:** - Local				

No Progress Accomplished Continue/Modify Discontinue

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 7: 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, VIPS Chair **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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. **Staff Responsible for Monitoring:** Principal, AP, and Teachers **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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. **Strategy's Expected Result/Impact:** 100% of our parent being informed about their child's academic performance. **Staff Responsible for Monitoring:** Principal, AP, and Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Communication sent out via Classdojo. Reaching more parents with information and parent participation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Office Staff, Teachers **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Funding Sources:** - Local				

 No Progress Accomplished Continue/Modify Discontinue

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 2021-22, 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will use a system to ensure weekly walkthroughs, coaching, and observation and feedback meetings are taking place consistently. **Strategy's Expected Result/Impact:** Improved learning time Teacher retention Teacher growth Improved student scores **Staff Responsible for Monitoring:** Principal, AP, and IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Staff Responsible for Monitoring:** Principal, AP, and IS **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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, IC, 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 **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will attend their assigned Vertical PLC two times monthly (ELAR, Math, Social Studies, or Science) **Strategy's Expected Result/Impact:** Improving teaching and learning **Staff Responsible for Monitoring:** Principal, Assistant Principal, IC, and Vertical Team Members **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 **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes. **Strategy's Expected Result/Impact:** All teachers will have their laptops to use for planning, Schoology, PLC's, data, testing, virtual meetings, proctoring testing sessions, ARD meetings, 504 meetings, etc. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Comp Ed				

No Progress

Accomplished

Continue/Modify

Discontinue

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 2: Milam's teacher retention rate will increase from 88% in 2021 to 92% in 2022.

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, and IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement. **Strategy's Expected Result/Impact:** Improved teacher retention/moral **Staff Responsible for Monitoring:** Principal and AP **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: Milam will ensure that we provide staff SEL and Well-Being support. We will focus on staff well-being.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Well-being from 36% from fall survey to 50% on the spring survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of 7 Mindsets lessons in the classroom daily to support staff Social Emotional Learning. **Strategy's Expected Result/Impact:** The 7 Mindsets are designed to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making. **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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 4: Milam will provide staff supports to the classroom environment with a focus on professional learning and feedback & coaching.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Feedback and coaching from 38% from fall survey to 48% on the spring survey and professional learning from 39% from fall survey to 49% on the spring survey. Walkthrough data.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam's Instructional Coach will work with teachers during PLC's and planning time with a focus on instruction. **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. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Pre K will use Frogstreet Press to ensure students know their letter sounds. **Staff Responsible for Monitoring:** Pre K teachers, Principal, Assistant Principal. Special Education Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Pre-K				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 2: 3rd grade Reading "Meets" percentages will increase from 26% (2021 STAAR) to 50% as measured by the 2022 STAAR assessment.

3rd Grade Reading from 33% to 53%
4th Grade Reading from 18% to 38%
5th Grade Reading from 28% to 48%
4th Grade Writing from 25% to embedding with the reading test for 2022 STAAR.

Evaluation Data Sources: * Reading District Benchmarks (Fall, Winter, & Spring)
* NWEA Reading Map (BOY, MOY, EOY)
* Unit Assessments
* 2022 Reading STAAR
* Grades
* Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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% **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **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 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The ELAR vertical team has developed writing expectations Pre K-5th grade and all classroom teachers will ensure that these expectation are utilized. **Strategy's Expected Result/Impact:** District required writing samples, Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: 3rd grade Math "Meets" percentages will increase from 23% (2021 STAAR) to 50% as measured by the 2022 STAAR assessment.

3rd Grade Math from 21% to 41%
4th Grade Math from 23% to 43%
5th Grade Math from 27% to 47%

NWEA Math EOY MAP Growth Percentile

English: 54

Kinder: 51
1st: 41
2nd :46
3rd: 65
4th: 68
5th: 59

Evaluation Data Sources: * Math District Benchmarks (Fall, Winter, & Spring)
* NWEA Math Map (BOY, MOY, EOY)
* Unit Assessments
* 2022 STAAR
* Grades
* Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 23% to 50% as measured on STAAR 2022 Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, * Math District Benchmarks (Fall, Winter, & Spring) * NWEA Math Map (BOY, MOY, EOY) * Unit Assessments * 2022 STAAR * Grades * Student Learning Plans **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers, and Math Vertical Team **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 2022. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78 - Title One School-wide - $1,979.78				

No Progress

Accomplished

Continue/Modify

Discontinue

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 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 37% (2021 STAAR) to 41% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 Coach. *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 2022 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 2022 at improved rate of 20%. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, RTI Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review, coaching, and PLC format. **Strategy's Expected Result/Impact:** Increased performance on On-going Short Cycle Assessments ,Short Cycle Teacher Made Assessment, Istation, and Map Assessment **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
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 **Staff Responsible for Monitoring:** Teachers, Fine Arts teachers, Principal, Assistant Principal **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 2: Effective, Well-Supported Teachers **Funding Sources:** - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
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. **Strategy's Expected Result/Impact:** Performance Data, Individual Growth Plans, RTI Data, Lesson Plans **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal. Special Education Teacher **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Overall improvement on short cycle assessments, district benchmarks, 2022 STAAR Tests. Use of Data Collection Forms, Coaching notes, videos, assessment data. **Staff Responsible for Monitoring:** Relay team, Principal, Assistant Principal, Instructional Coach **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: 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. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **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 **Funding Sources:** - Local				

No Progress Accomplished Continue/Modify Discontinue

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 5: The percentage of students meeting or exceeding the growth target will increase from 31% (2019 STAAR) to 36 % as measured by the 2022 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Funding Sources:** - Local - $1,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Milam Kinder, 1st grade, 2nd grade, 3rd, and 4th grade Bilingual will follow the dual language one-way model. **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 **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing. **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 **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Evaluation Data Sources: Increased student engagement and performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction and Student Mastery of Objectives **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Funding Sources:** - Local				

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

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	4	Incentives for each 9 weeks		$0.00
1	1	5			$0.00
1	2	1			$0.00
1	4	1			$0.00
1	6	1			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	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	2			$0.00
3	2	4			$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
3	4	7			$0.00
3	4	8			$0.00
3	5	1			$1,200.00
3	6	1			$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	3			$0.00
				Sub-Total	$1,200.00

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	3	1			$0.00
2	1	5			$0.00
				Sub-Total	$0.00

State School Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	5	1			$0.00
1	5	6			$0.00
1	5	8			$0.00
				Sub-Total	$0.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	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	3	4	LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78		$1,979.78

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,979.78

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	3	Salary for Dyslexia Interventionist		$0.00
				Sub-Total	$0.00
				Grand Total	$3,179.78

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

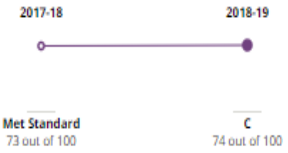
C

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



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

Annual Survey

All changes saved in Drive

Questions Responses 42

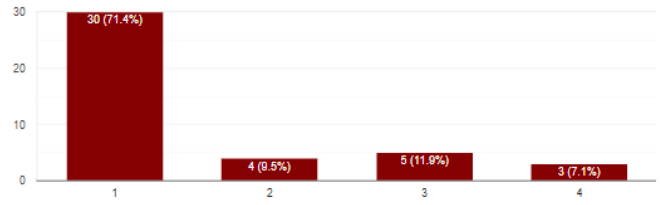
42 responses

Accepting responses

Summary Question Individual

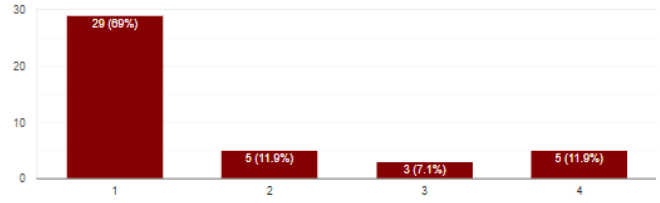
I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses



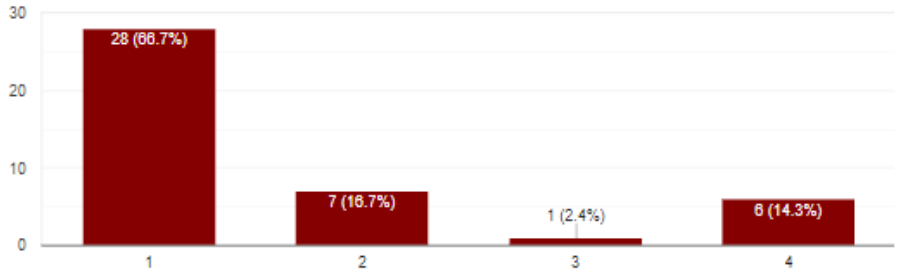
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.

42 responses



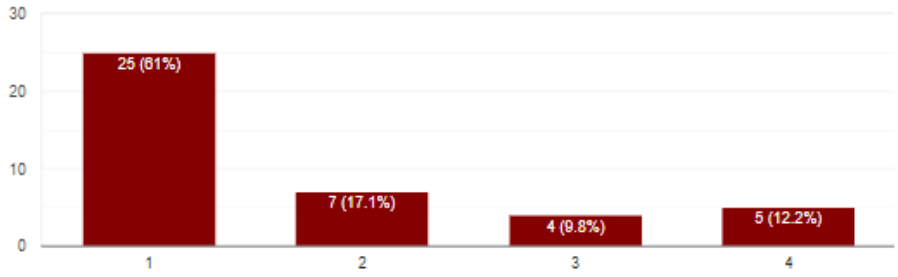
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses



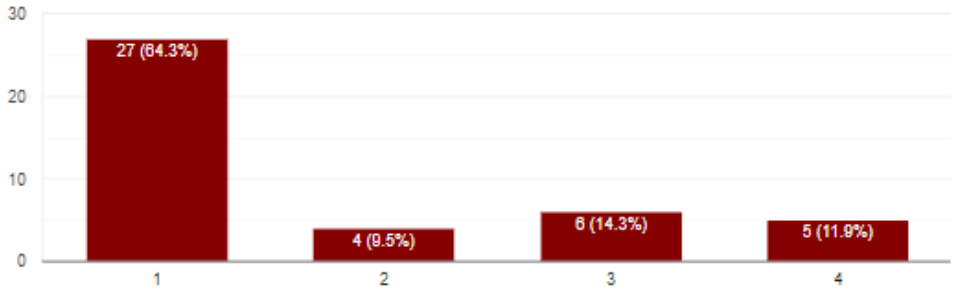
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses



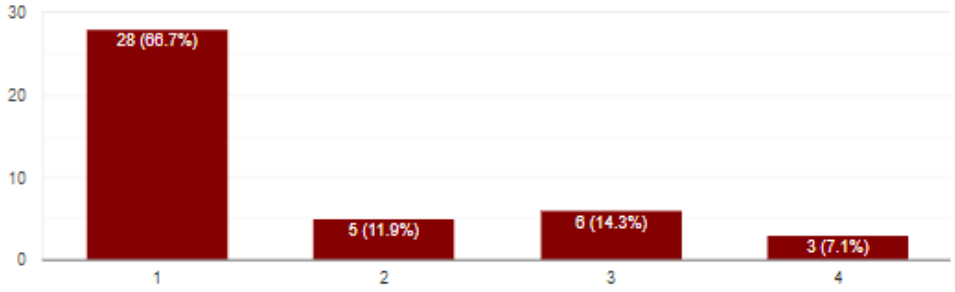
Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses



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



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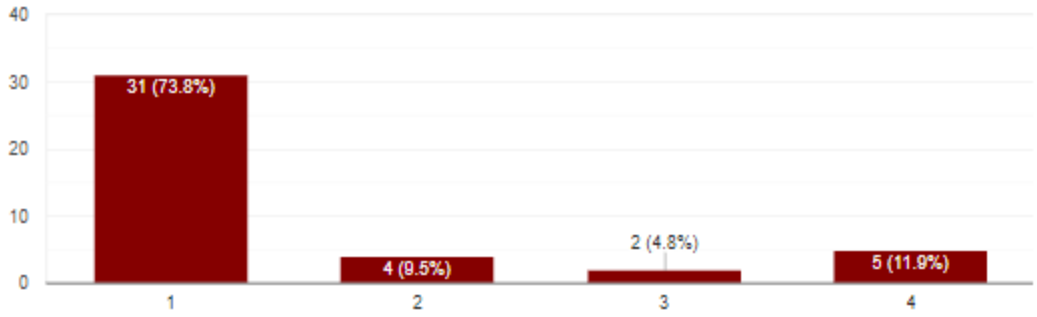

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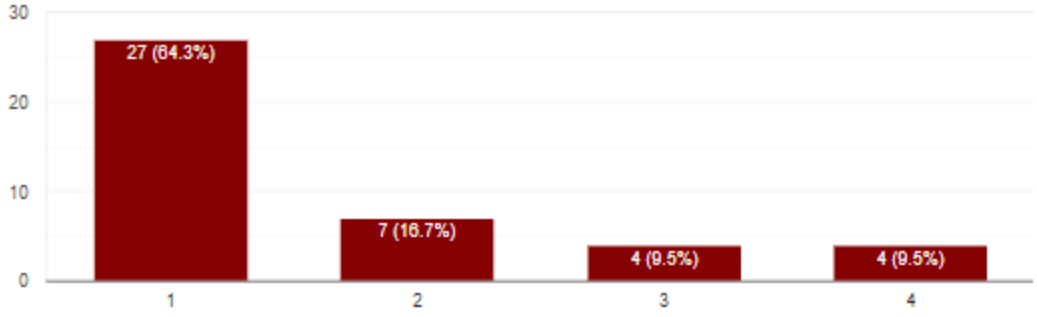

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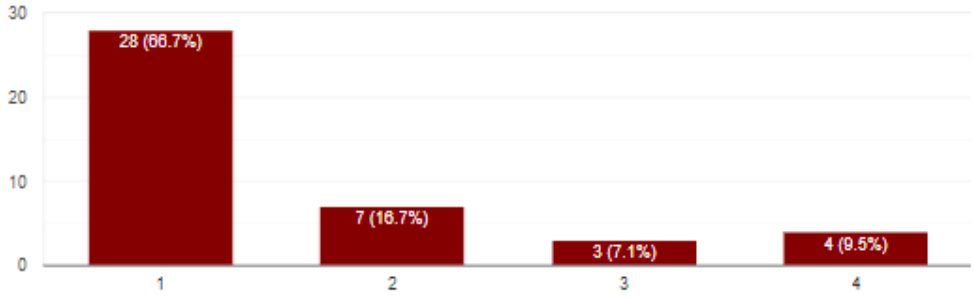

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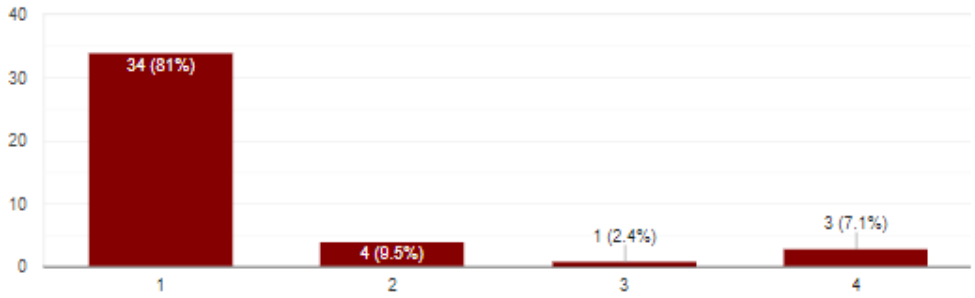

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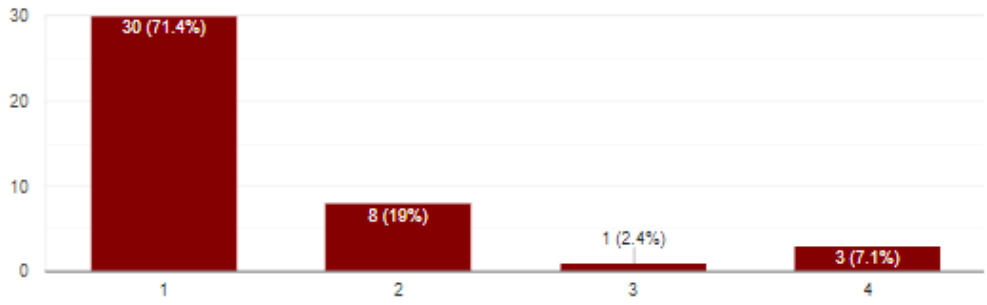

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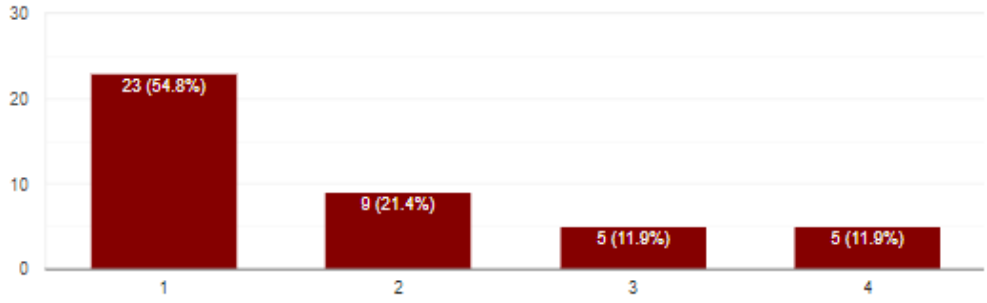

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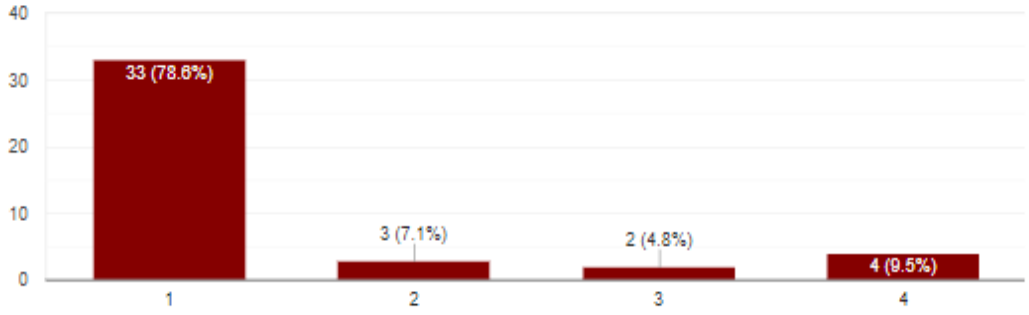

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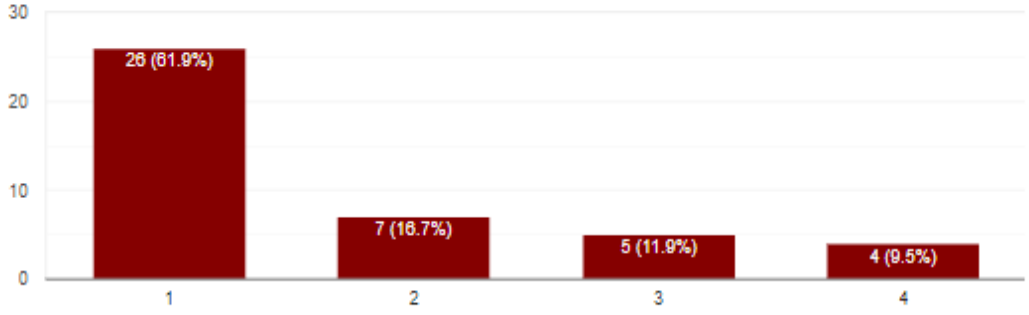

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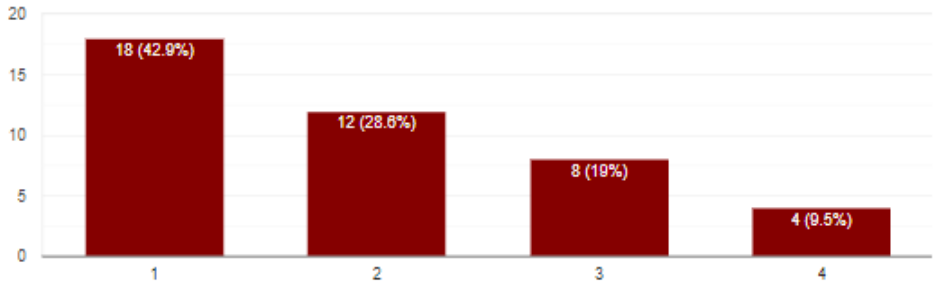

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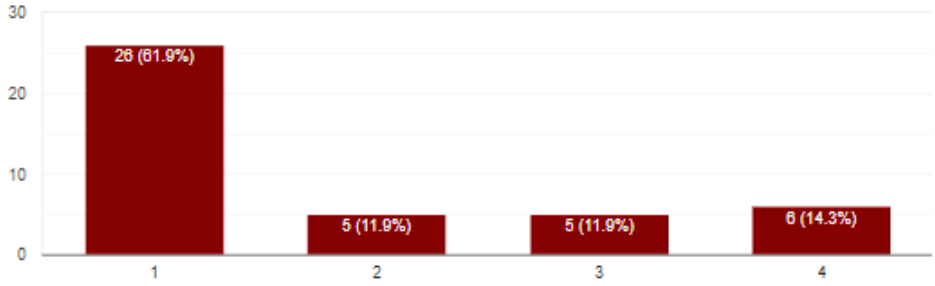

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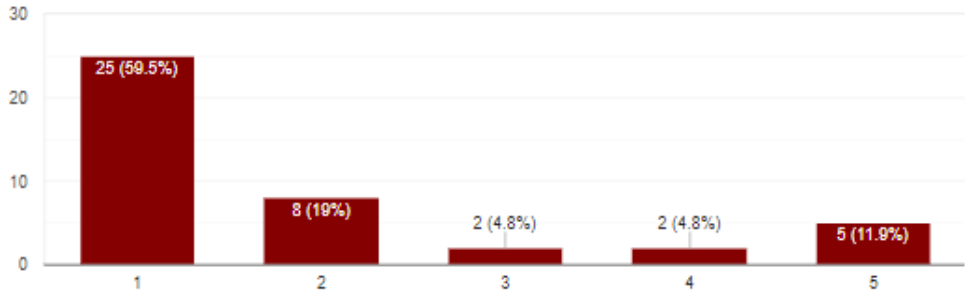

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PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	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

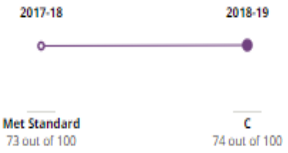
C

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



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

Annual Survey

All changes saved in Drive

Questions Responses 42

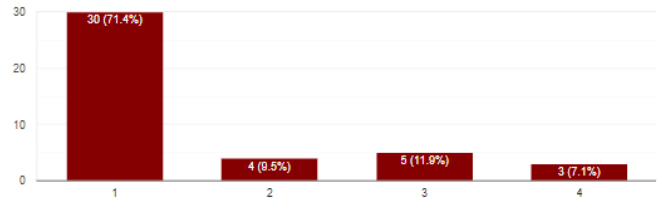
42 responses

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.

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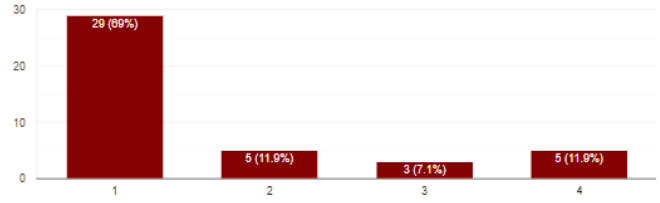

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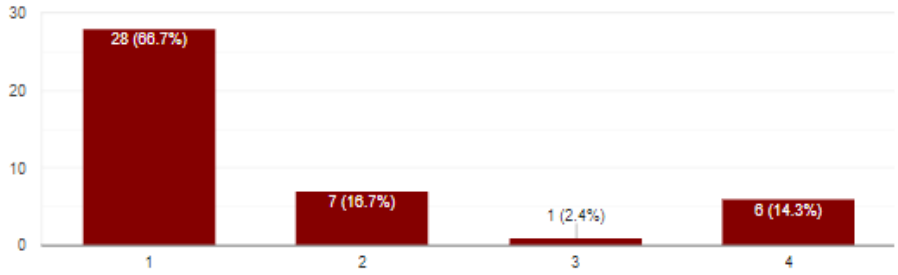

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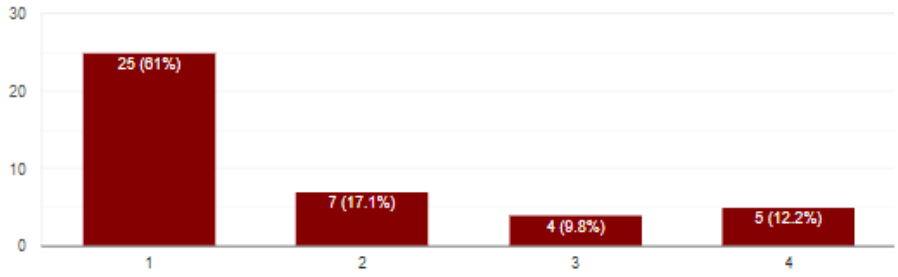

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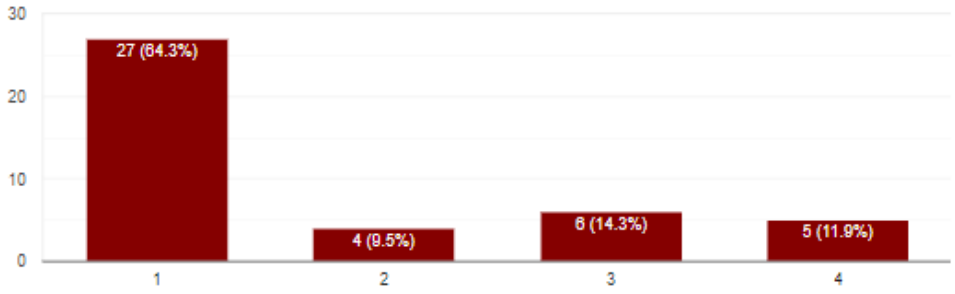

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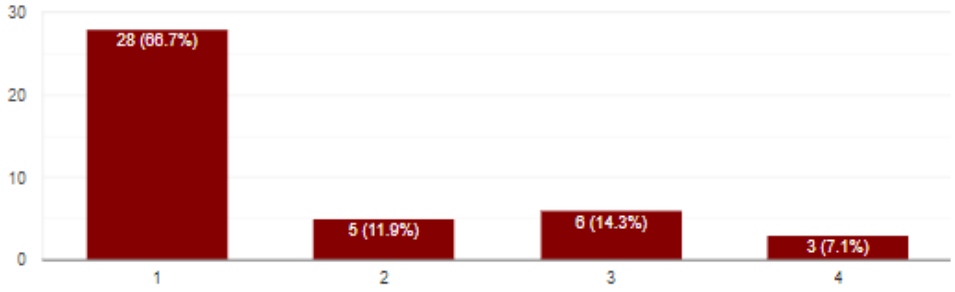

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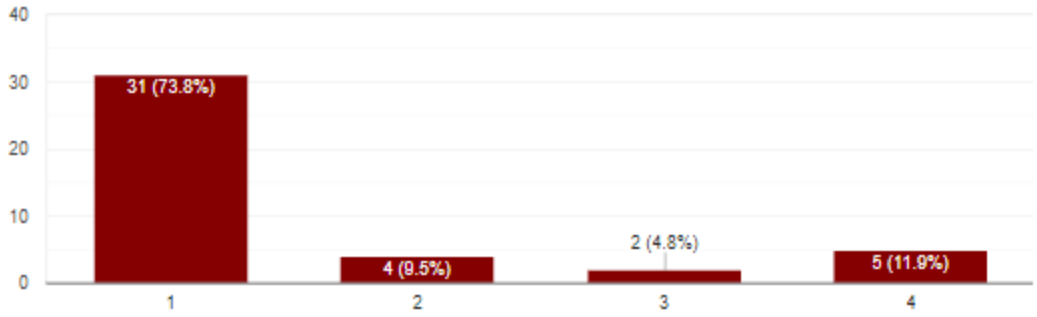

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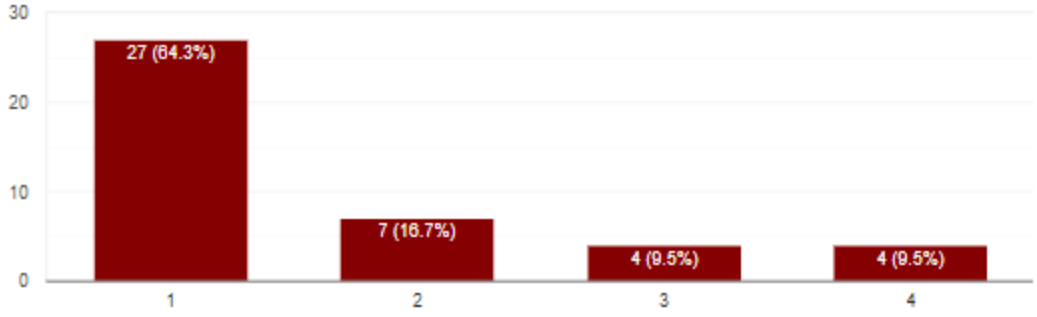

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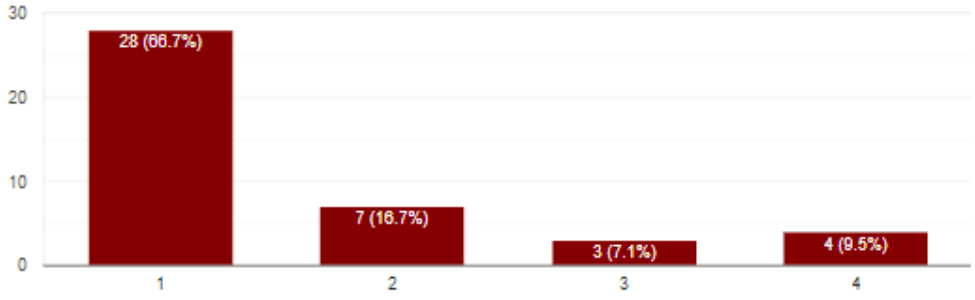

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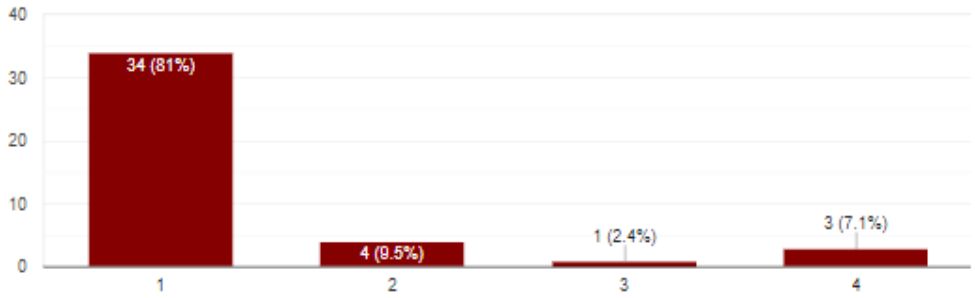

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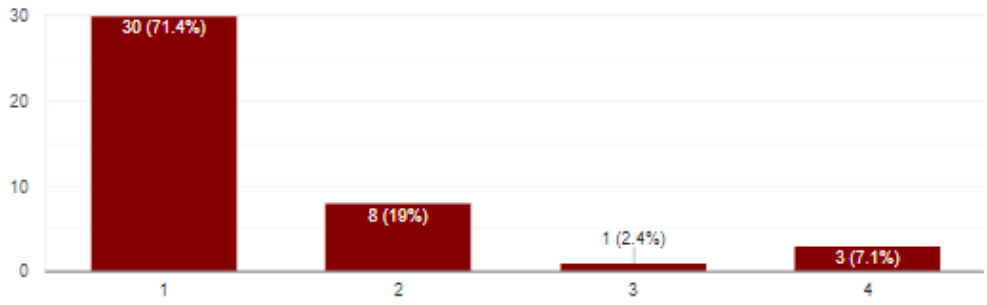

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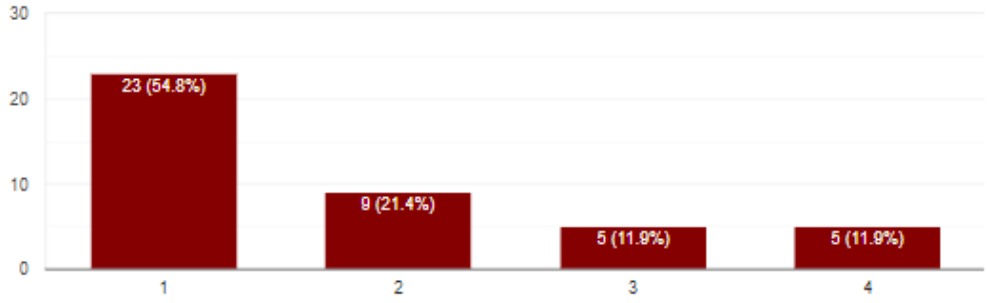

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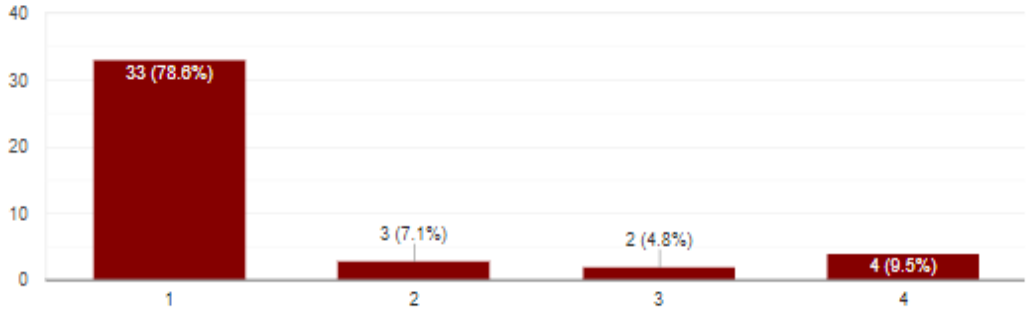

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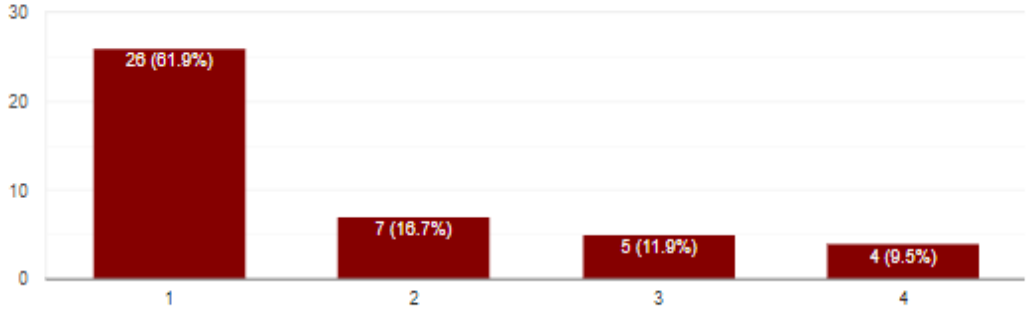

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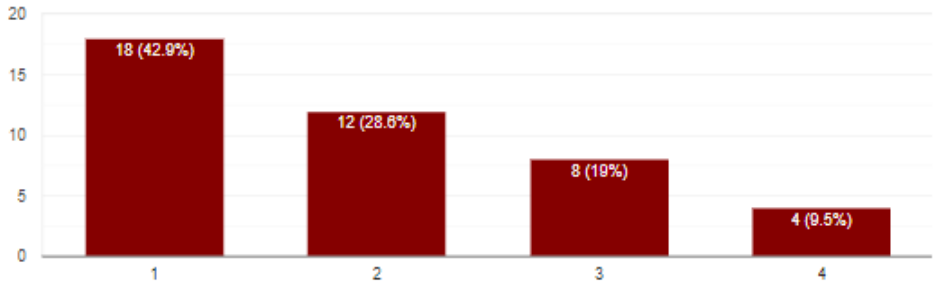

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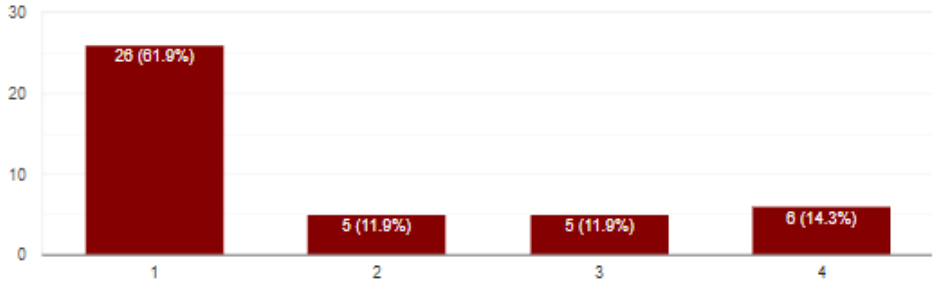

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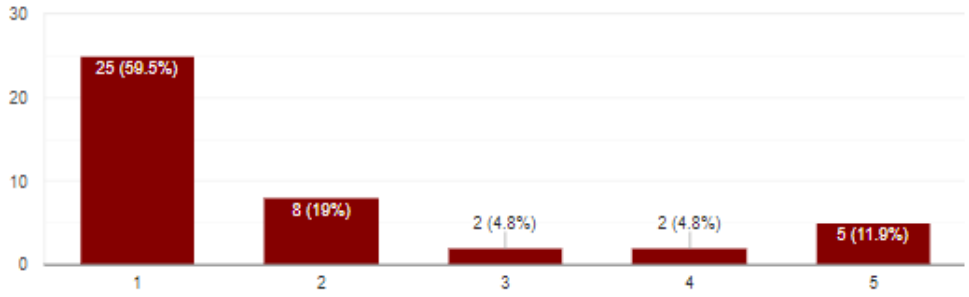

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