

Ector County Independent School District

Milam Elementary

2024-2025



Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their Reading RIT goal will increase from 55% to 60%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction, interventions, and tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, activities, and reteach opportunities across the grade level based upon PLC data digs.</p> <p>Strategy's Expected Result/Impact: Student growth in reading moving tiers leveraging Tier I instruction.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be targeted instruction based upon student academic standard needs.</p> <p>Strategy's Expected Result/Impact: Individual student growth in Reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their Math RIT goal will increase from 68% to 72%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources (i-Ready Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed at incremental goals, which are determined during documented monthly student/teacher conferences. These strategies and data digs will take place during protected PLC time.</p> <p>Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals through intentional conversations with classroom teacher.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide targeted instructional support in Math in order to meet individualized needs and promote individual growth after Tier I instruction and tailor workstations to meet students' needs.</p> <p>Strategy's Expected Result/Impact: Individual student growth in Math.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Achievement 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week.</p> <p>Strategy's Expected Result/Impact: Improved intervention process with impact on student growth and achievement.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 3, 4 - School Context and Organization 1 - Technology 1</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2025, Milam will use observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 55% at the end of the year to 60%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Data folders, Exit tickets, classroom observations, and NWEA MAP administered three times per year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction during protected PLC times.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning and will have monitored progress in reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs</p> <p>Strategy's Expected Result/Impact: Individual student growth in reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom teacher.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2, 4 - School Context and Organization 1, 2 - Technology 1</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 58% to and average 63% by May 2025.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teacher, and Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum with fidelity.</p> <p>Strategy's Expected Result/Impact: Improved intervention process, classroom teaching, and student engagement campus wide.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 4 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2, 3</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of students in 2nd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 49% to and average 55% by May 2025.

High Priority

HB3 Board Goal


Indicators of Success:

3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction based on PLC data driven decisions.</p> <p>Strategy's Expected Result/Impact: Students will have ownership and positive impact on their academic growth.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum.</p> <p>Strategy's Expected Result/Impact: Improved intervention process, classroom teaching, and student engagement campus wide.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student Connectedness Panorama Data will increase to at least 75% by May 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Big Rocks hierarchy of management to improve classroom management and culture. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Administration, Counselor, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Student of the month luncheon will take place monthly to promote student belonging beginning in September. Strategy's Expected Result/Impact: Students will build character by practicing monthly character traits. Staff Responsible for Monitoring: Administration, counselor and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize the SEL lessons provided by the district to support students social and emotional needs.</p> <p>Strategy's Expected Result/Impact: All adults and students</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: The Staff Belonging percentage in our Panorama data will improve to 75% by May of 2024.





High Priority

HB3 Board Goal

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will feel a sense of belonging and connectedness.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions.</p> <p>Strategy's Expected Result/Impact: Improved moral and campus culture.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, staff, committees</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: An AVID Site Team committee, comprised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.





High Priority

HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team. Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies. Staff Responsible for Monitoring: Administrators, teachers, AVID Site team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate WICOR strategies within their lessons. Strategy's Expected Result/Impact: Rigorous and equitable instruction Staff Responsible for Monitoring: AVID Site team, teachers, administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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