

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.

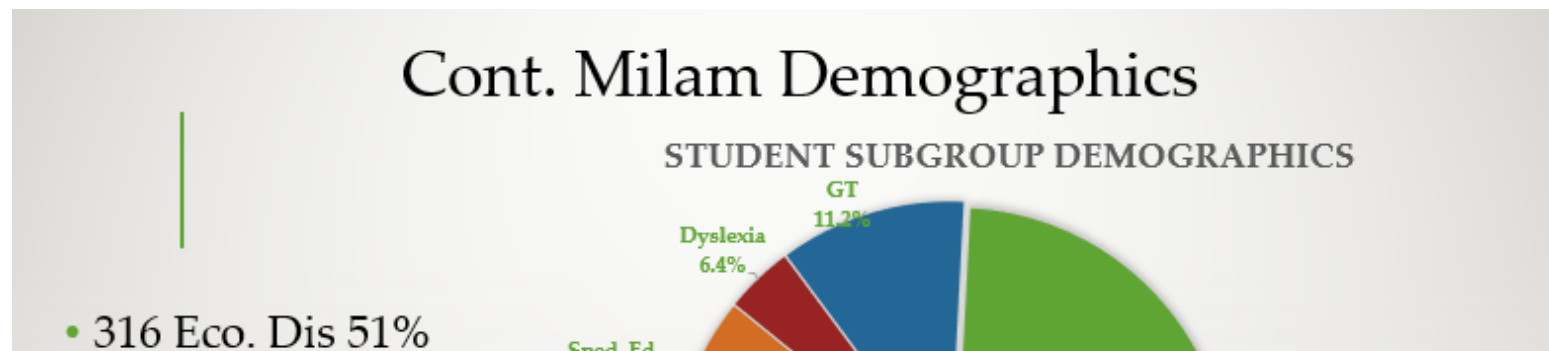
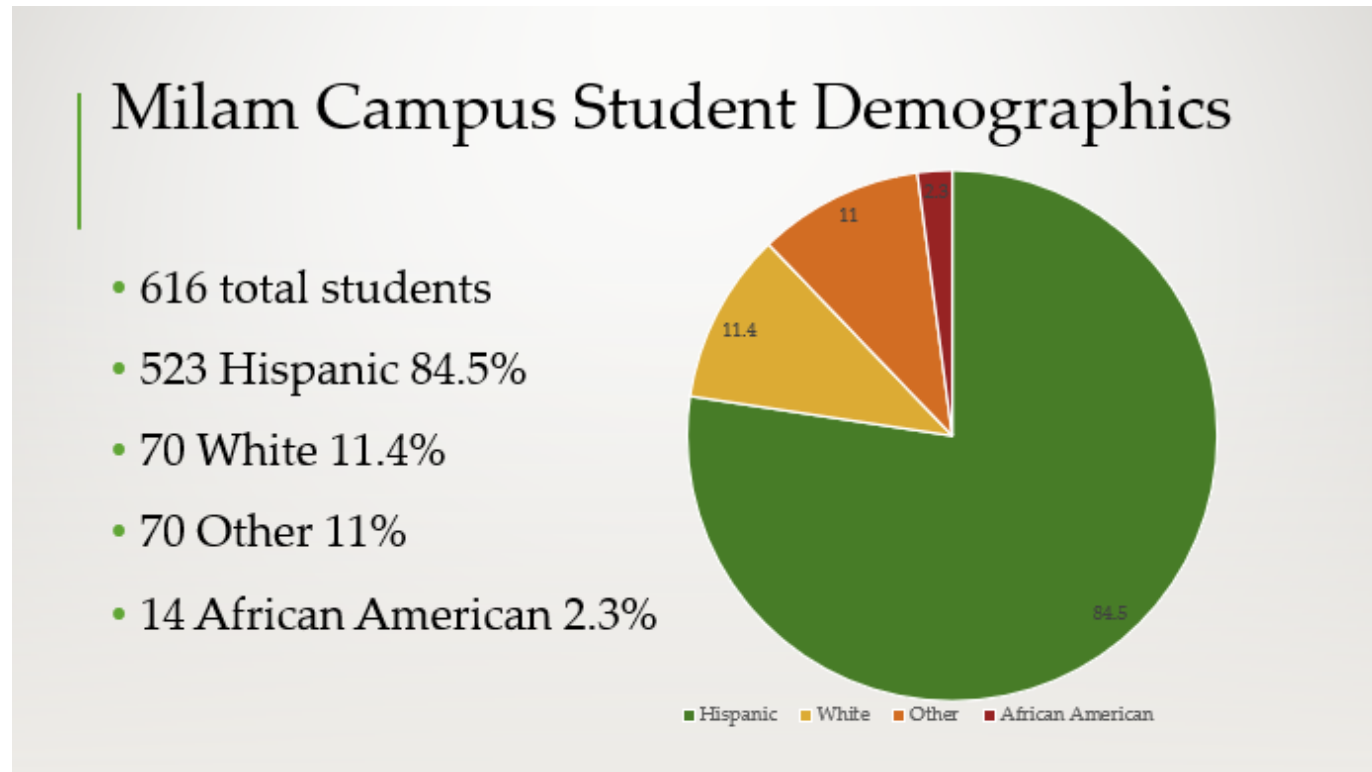
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Comprehensive Needs Assessment

Demographics

Demographics Summary



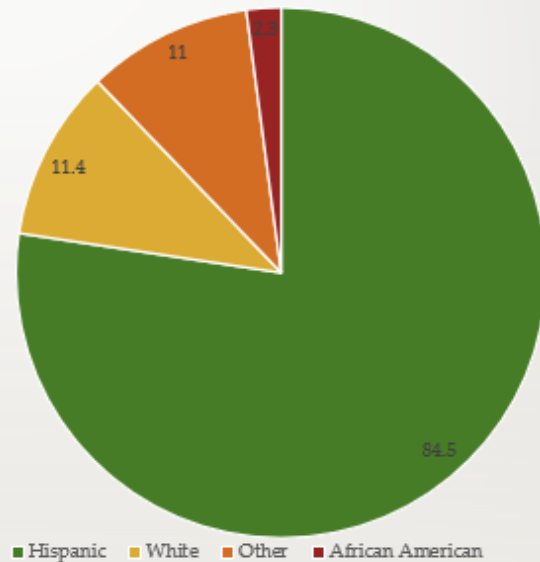
- 123 ELL 24.3%
- 44 Special Ed. 7.1%
- 40 Dyslexia 6.4%
- 69 GT 11.2%



Demographics Strengths

Milam Campus Student Demographics

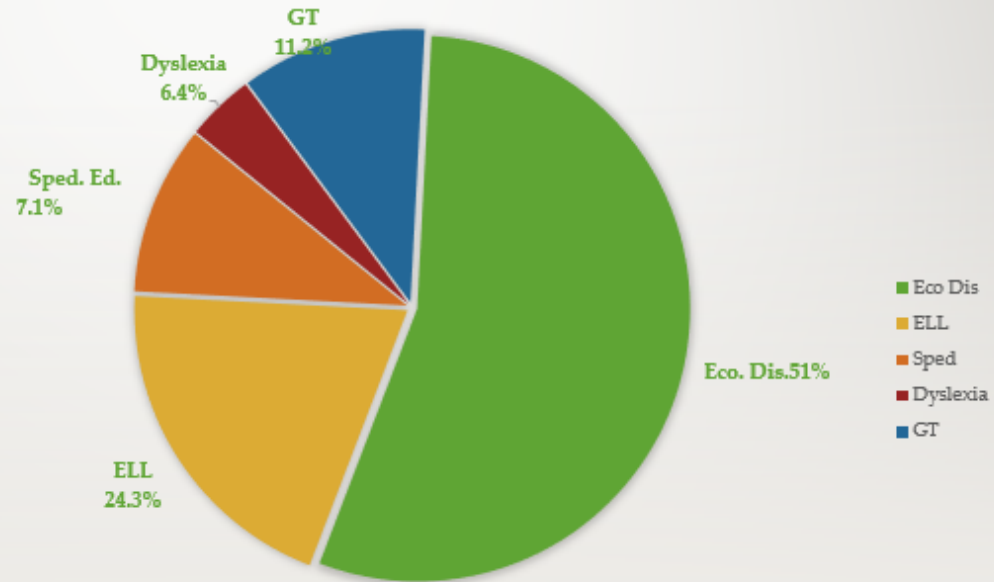
- 616 total students
- 523 Hispanic 84.5%
- 70 White 11.4%
- 70 Other 11%
- 14 African American 2.3%



Cont. Milam Demographics

STUDENT SUBGROUP DEMOGRAPHICS

- 316 Eco. Dis 51%
- 123 ELL 24.3%
- 44 Special Ed. 7.1%
- 40 Dyslexia 6.4%
- 69 GT 11.2%



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			
<p>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 %</p> <p>Strategy's Expected Result/Impact: Attendance Rate of 98.8%</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Attendance Clerk, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Documented Parent Contact/Contracts in Eduphoria.</p> <p>*Attendance Clerk-Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused.</p> <p>*Teacher- Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused.</p> <p>*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.</p> <p>Strategy's Expected Result/Impact: Increase our attendance rates with fewer contracts as per our attendance weekly reports.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, and Attendance Clerk</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: At the end of each month the class at each grade level that has the highest attendance rate for the month will will receive a special treat and recognition.</p> <p>Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Clerk</p> <p>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</p> <p>Funding Sources: Incentives for each 9 weeks - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance and Discipline team will meet every 9 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.</p> <p>Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.</p> <p>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.</p> <p>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.</p> <p>Contact Social Worker from COC when student attendance arises.</p> <p>Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
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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 the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.





Evaluation Data Sources: Student culture and academic success

Strategy 1 Details	Reviews			
Strategy 1: Implement free feeding to all elementary students. Staff Responsible for Monitoring: District and Campus Administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - National School Lunch Program/NSLP	Formative			Summative
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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: Provide differentiated processes for priority classrooms/students.





Evaluation Data Sources: Lesson Plans, Walkthroughs, Student Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.</p> <p>Strategy's Expected Result/Impact: Transitions that prepare students to go to the next campus.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.</p> <p>Strategy's Expected Result/Impact: Improvement in Student Growth</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Special Ed. Teacher, Dyslexia Interventionist, Teachers</p> <p>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</p>	Formative			Summative
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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: Milam Magnet will embed technology for anytime, anywhere teaching and learning.





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

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Schoology (3rd-5th grade).</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
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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: 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			
<p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
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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 safe and supportive learning environment.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Safe and supportive Environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, and SAS Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).</p> <p>Strategy's Expected Result/Impact: Safe and supportive Environment; Decrease in Referrals</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, CHAMPS Team, and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Safe and supportive Environment</p> <p>Staff Responsible for Monitoring: Principal, AP, and Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - State School Safety</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Milam will model Relay School wide routines and procedures and provide coaching.</p> <p>Strategy's Expected Result/Impact: Safe and supportive learning environment</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff and students will prepare by practicing for these types of emergencies and daily routines.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: - State School Safety</p>	Formative			Summative
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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 will provide a data structure that can be utilized and accessed to inform processes.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Principal, AP, and Instructional Specialist will meet weekly with team to review data, create a plan of action, and discuss follow through.</p> <p>Strategy's Expected Result/Impact: Improvement in identified areas of need.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
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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 8: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Significant progress made toward meeting Performance Objective</p> <p>Staff Responsible for Monitoring: Principal, AP, VIPS Chair</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam Magnet will continue to encourage families to participate on our schoolwide Class Dojo to increase communication. Our goal is 100% participation.</p> <p>Strategy's Expected Result/Impact: Our goal is 100% participation. Reaching more parents with information and parent participation.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of our parent being informed about their child's academic performance.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Communication sent out via Classdojo. Reaching more parents with information and parent participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff, Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
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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			
<p>Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improved learning time</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS</p> <p>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</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional support with feedback and coaching to improve practices in the classroom.</p> <p>Strategy's Expected Result/Impact: Support leads to teachers feeling more supported and in return retention of teachers.</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will attend Grade Level PLC's.</p> <p>Strategy's Expected Result/Impact: Improve teaching and learning</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will attend their assigned Vertical PLC one time monthly (ELAR, Math, Social Studies, or Science)</p> <p>Strategy's Expected Result/Impact: Improving teaching and learning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IS, and Vertical Teams</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes.</p> <p>Strategy's Expected Result/Impact: All teachers will have their laptops to use with virtual learning.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>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</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
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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 87% in 2020 to 92% in 2021.

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Grow Highly Effective Teachers</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 1:11 student ratio for increased engagement and small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Four Pre K Aides</p> <p>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</p> <p>Funding Sources: 4 Pre K Aide Salaries - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention/moral</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>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</p> <p>Funding Sources: - Local</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>				

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.

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			
<p>Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success</p> <p>Strategy's Expected Result/Impact: 5% increase in BOY to EOY MAP</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam's Instructional Specialist will work with teachers during PLC's and planning time with a focus on instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Pre K will use Frogstreet Press to ensure students know their letter sounds.</p> <p>Staff Responsible for Monitoring: Pre K teachers, Principal, Assistant Principal, Special Education Teacher</p> <p>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</p> <p>Funding Sources: - State Pre-K</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>				

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			
<p>Strategy 1: Milam will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Meets from 30% to 35%</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Guided reading environmental checklist and rubrics</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved Reading Performance for all identified Dyslexia students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dyslexia Interventionist, Teachers</p> <p>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</p> <p>Funding Sources: Salary for Dyslexia Interventionist - State Dyslexia</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: District required writing samples, Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Milam will follow district curriculum, scope and sequence and Number Talks to increase conceptual understanding of numbers to ensure student growth.</p> <p>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,</p> <ul style="list-style-type: none"> * Math District Benchmarks (Fall, Winter, & Spring) * NWEA Math Map (BOY, MOY, EOY) * Unit Assessments * 2022 STAAR * Grades * Student Learning Plans <p>Staff Responsible for Monitoring: Principal, AP, IS, Teachers, and Math Vertical Team</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>*Instructional Specialist and administrators will provide ongoing lesson planning in PLCs.</p> <p>*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.</p> <p>Strategy's Expected Result/Impact: Increase meets percentage by 10% by May 2022.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance on STAAR, Imagine Math, Short Cycle Assessments, District Benchmarks, and MAP Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p> <p>Funding Sources: LoneStar LearningTarget Math: 22 licenses @ \$89.99=\$1,979.78 - Title One School-wide - \$1,979.78</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>				

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% (2019 STAAR) to 41% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Follow the District's Scope and Sequence K-5 in Science with fidelity.</p> <p>*Utilize PLCs for planning of instruction guided by Instructional Specialist.</p> <p>*We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science.</p> <p>*Disaggregate Science data in PLCs to ensure growth is made .</p> <p>Strategy's Expected Result/Impact: 10% increase in the Meets Standard on state assessments in Science by May 2021</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a consistent process to disaggregate data and monitor data through PLC's and grade level data meetings.</p> <p>Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2021 at improved rate of 20%.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, RTI Coordinator</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.</p> <p>Strategy's Expected Result/Impact: Increased performance on On-going Short Cycle Assessments ,Short Cycle Teacher Made Assessment, Imagine Learning, and Map Assessment</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Fine Arts teachers will support district curriculum and grade level TEKS by integration in fine arts classes.</p> <p>Strategy's Expected Result/Impact: Shared lesson plans with fine arts teachers, Lesson Plans, Walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers, Fine Arts teachers, Principal, Assistant Principal</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Performance Data, Individual Growth Plans, RTI Data, Lesson Plans</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal. Special Education Teacher</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 7 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Relay team, Principal, Assistant Principal, Instructional Specialist</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Milam's teaching and learning will include blended learning.</p> <p>Strategy's Expected Result/Impact: Teachers will create a blended learning environment where students will use technology and in class support. Complete Blended Learning Book Study and implementation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Milam will use formal and informal assessment to identify students and areas of need to make one years growth.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting approaches, meets, and mastery with no decreases in scores.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 10 Details	Reviews			
<p>Strategy 10: 10 teachers from Milam will participate in the Relay teacher training.</p> <p>Strategy's Expected Result/Impact: Attendance in all trainings.</p> <p>Implementation of :</p> <p>August 3 & 4-Routines & procedures (Day 1), Unpacking standards (Day 1), Writing the objective (Day 2), Creating aligned exit tickets (Day 2), Planning a strong "I Do" (Day 2)</p> <p>September 3-Writing the exemplar, Student practice</p> <p>September 25- Aggressive monitoring</p> <p>November 6-Reteach 101 and 201</p> <p>Staff Responsible for Monitoring: Principal, AP, IS</p> <p>Attendees: Franco, Allison, Flack, Lujan, Fuentes, Benavidez, Del Bosque, Starkes, Heronema, Zapata</p> <p>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</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2021 STAAR assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will track data monthly in their data folders.</p> <p>Strategy's Expected Result/Impact: Data folders for students, Data Cards, and Data Binders for teachers</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>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: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Funding Sources: - Local - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Overall improvement on short cycle assessments, district benchmarks, 2021 STAAR Tests.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist</p> <p>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: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will utilize Bilingual & ESL current data, determine areas of needs and successes by grade level and student SE.</p> <p>Strategy's Expected Result/Impact: TELPAS, Accountability Data Unit Assessment Data Progress monitoring</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator</p> <p>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: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Funding Sources: - State Bilingual ESL</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas. Walkthroughs and EL assessment data.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator</p> <p>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</p> <p>Funding Sources: - State Bilingual ESL</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Milam Kinder, 1st grade, 2nd grade, 3rd, and 4th grade Bilingual will follow the dual language one-way model.</p> <p>Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator</p> <p>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</p> <p>Funding Sources: - State Bilingual ESL</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator</p> <p>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</p> <p>Funding Sources: - State Bilingual ESL</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>				

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 both virtually and face to face.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in MAP scores at the EOY, Formal Assessment growth</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased engagement, and Personalized learning resulting in growth for all students</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, and Teachers</p> <p>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</p> <p>Funding Sources: Blended Learning Book for Book Study - Local - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Quality Tier 1 Instruction and Student Mastery of Objectives

Staff Responsible for Monitoring: Principal, AP, IS, 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



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 7: Milam will ensure that we provide student SEL and Well-Being support. We will focus on Self-Management and Self-Efficacy.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Self-Management from 69% to 79% and Self-Efficacy from 56% to 66% on the survey.

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 8: Milam will provide student supports to the classroom environment with a focus on student engagement.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Student Engagement will increase from 72% to 82% on the survey. Also evidence gathered from classroom walkthroughs.

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Incentives for each 9 weeks		\$0.00
1	1	4			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	2	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			\$1,500.00
3	4	9			\$0.00
3	5	1			\$1,200.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1			\$0.00
3	6	2	Blended Learning Book for Book Study		\$1,500.00
3	6	3			\$0.00
Sub-Total					\$4,200.00
National School Lunch Program/NSLP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
State Bilingual ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	3			\$0.00
3	5	4			\$0.00
3	5	5			\$0.00
3	5	6			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
2	1	5			\$0.00
3	4	10			\$0.00
Sub-Total					\$0.00
State School Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
1	6	1			\$0.00
1	6	6			\$0.00
1	6	8			\$0.00
Sub-Total					\$0.00

Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	7			\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	4 Pre K Aide Salaries		\$0.00
3	3	4	LoneStar LearningTarget Math: 22 licenses @ \$89.99=\$1,979.78		\$1,979.78
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					\$6,179.78

Addendums

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

MILAM ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

<i>STUDENT DATA</i>					
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

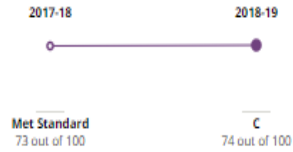


74 out of 100

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



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



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



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

42 responses



Accepting responses

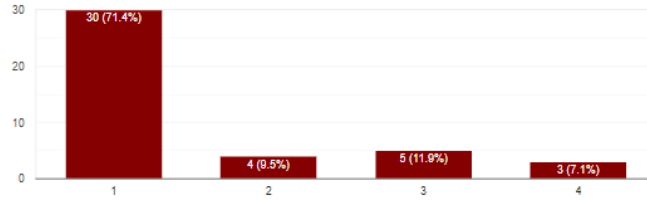
Summary

Question

Individual

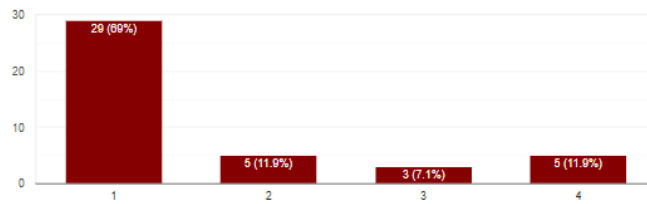
I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses



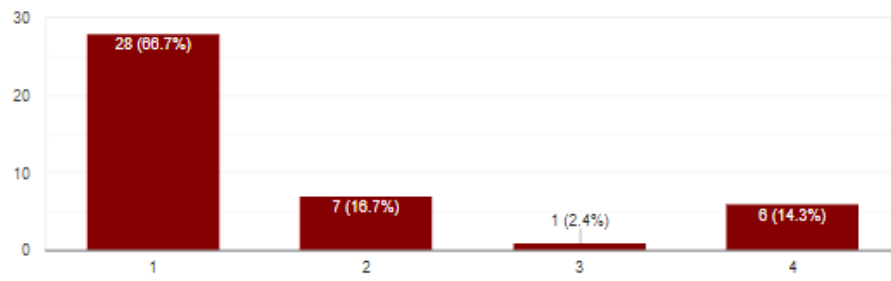
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.

42 responses



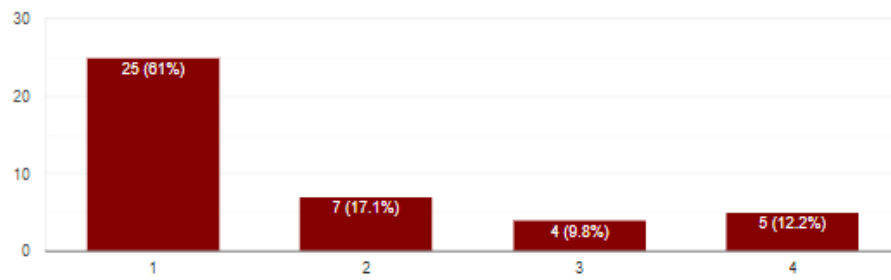
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses



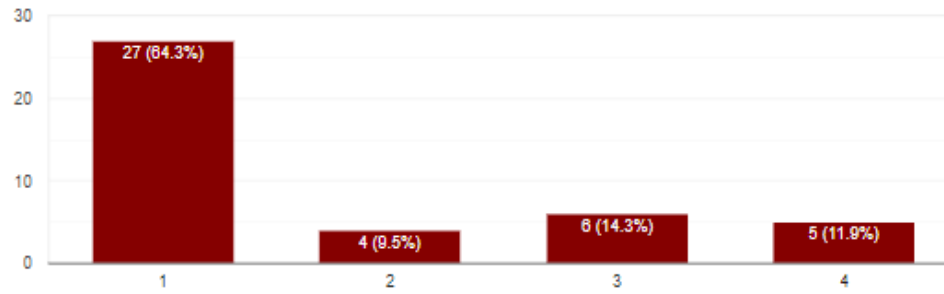
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses



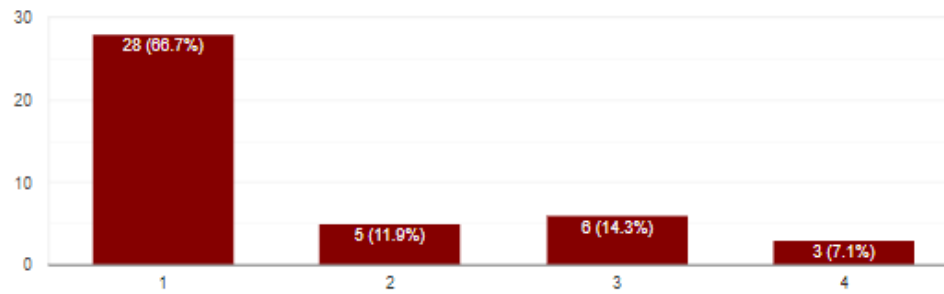
Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses



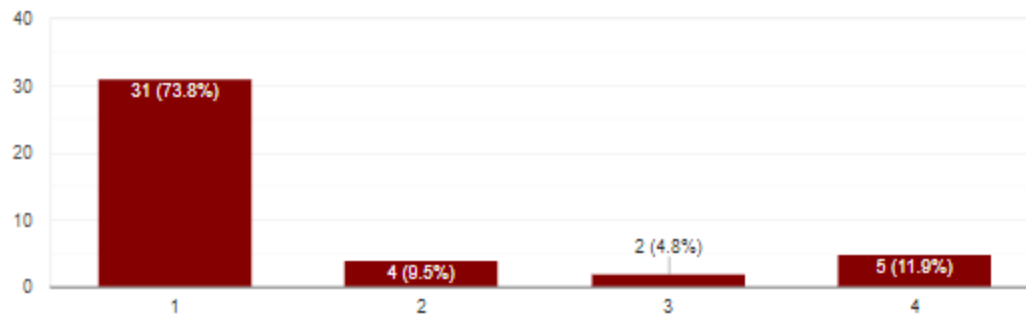
My calls, emails, or notes to school staff are answered promptly. Mis llamadas, correo electrónico, o notas para la escuela son contestadas con rapidez.

42 responses



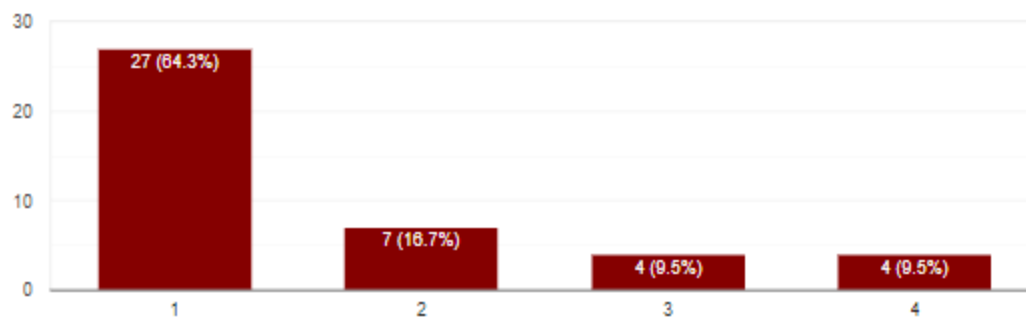
I feel knowledgeable about the school's expectations for my child. Me siento informado/a acerca de las expectativas escolares de mi hijo/a.

42 responses



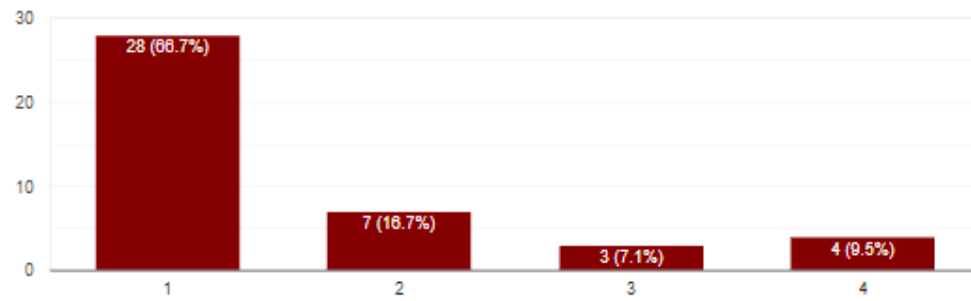
I feel knowledgeable about what is going on at the school. Me siento informado/a sobre los eventos en la escuela.

42 responses



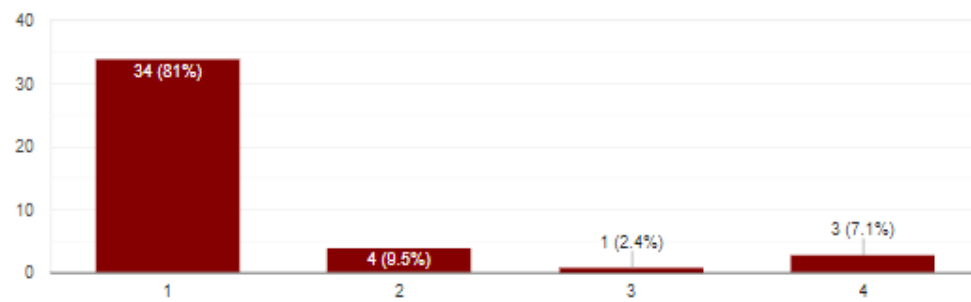
I know how to help my child with his/her homework. Sé cómo puedo ayudar a mi hijo/a con la tarea.

42 responses



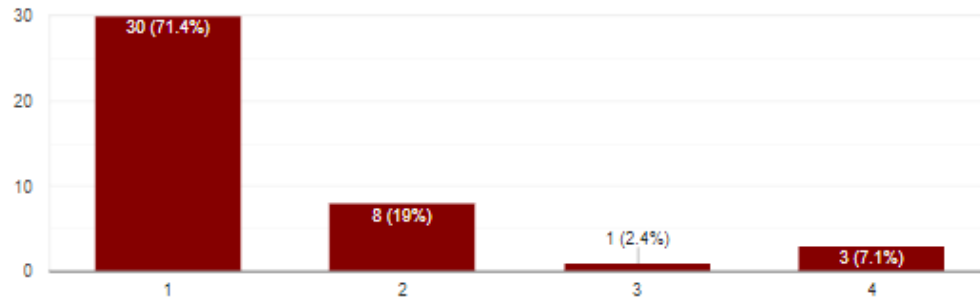
Milam respects the different cultures represented in our student population. Milam respeta las distintas culturas representadas en la población de sus estudiantes.

42 responses



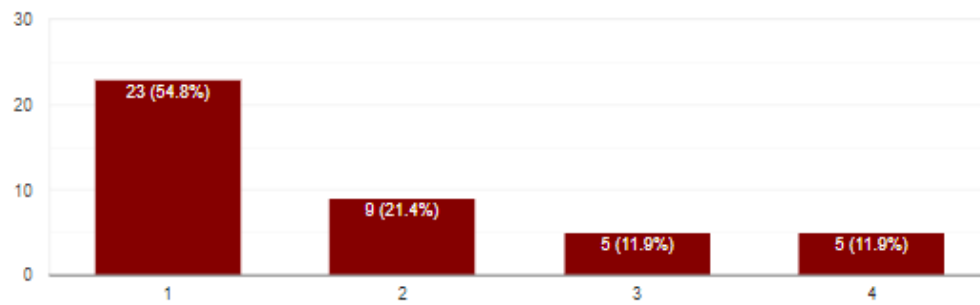
I feel that parents have the opportunity to observe students in various types of performances. Siento que los padres tenemos oportunidad de observar a los estudiantes en varios tipos de actuaciones.

42 responses



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

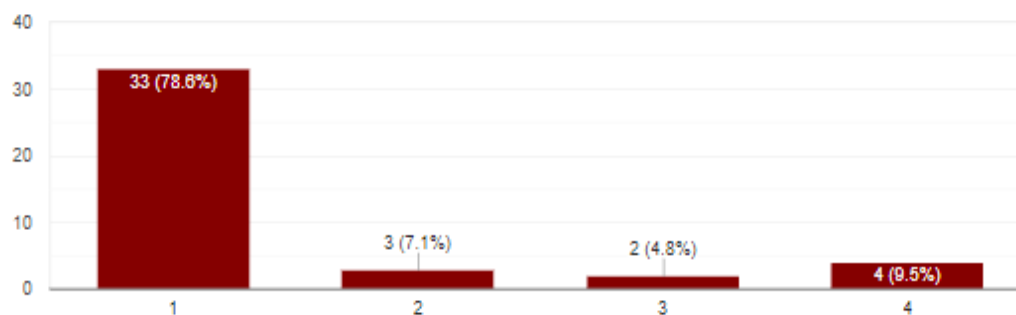
42 responses



My child has the opportunities to display their academic and fine arts talents. Mi hijo/a tiene oportunidades de exponer sus talentos académicos y de bellas artes.

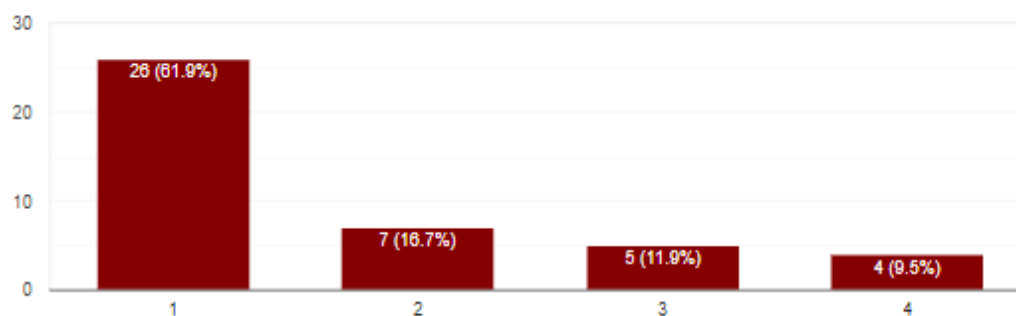


42 responses



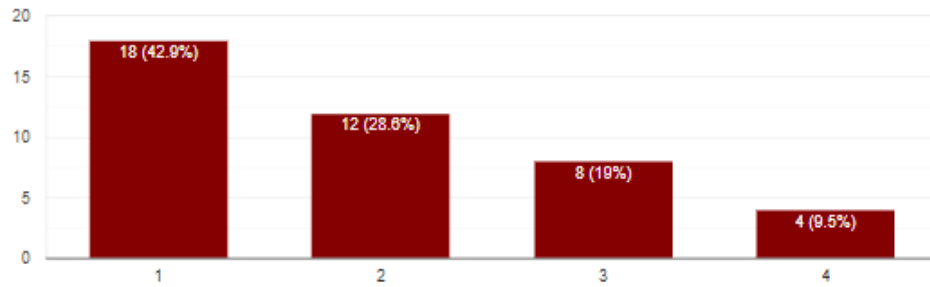
The school provides our family with parenting resources. La escuela proporciona a nuestra familia con recursos sobre crianza.

42 responses



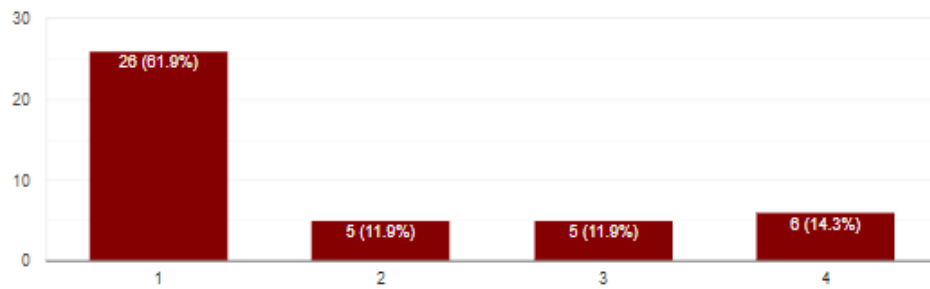
I feel that parents are involved in decision-making at our school. Siento que los padres están involucrados en las decisiones que se toman en la escuela.

42 responses



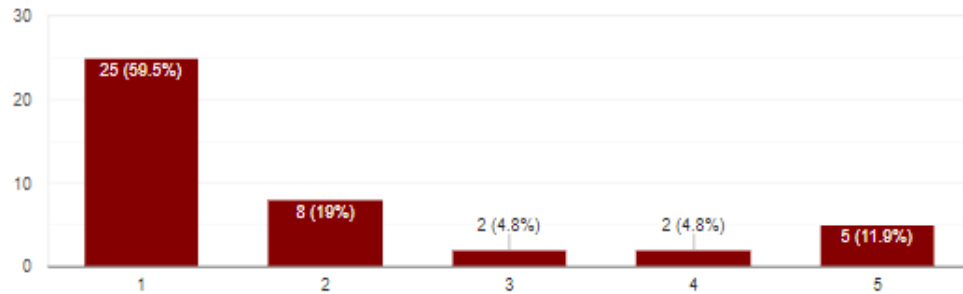
I feel knowledgeable about our school's status as a Title I Schoolwide school. Me siento informado sobre el estado de Title I de nuestra escuela.

42 responses



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

42 responses



Additional Comments. Comentarios Adicionales.

9 responses

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

My child had Mrs Stutes this year and I would like to commend her for her patience of both my child my child's parent. She was constant in her efforts for the students to progress and succeed especially when we had to quarantine at home.

Additionally, my hats off to the entire faculty and staff not just during Covid-19 but throughout the year. The teachers know the students and it shows through the established relationships that all students are cared off

Finally special kudos to Mrs Fitzgerald. Her leadership is amazing. She stays in communication through duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

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

Additional Comments. Coemntarios Adicionales.

9 responses

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Una excelente institución

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No

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

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

Me encanta esta escuela

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

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

MILAM ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

<i>STUDENT DATA</i>					
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Foster Care	3	3	2	0	-2
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Dyslexia	16	19	23	24	1

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

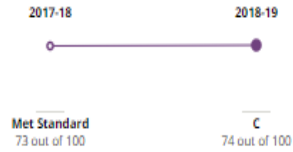


74 out of 100

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](#)

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OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT



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

[Additional Details](#)

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[Additional Details](#)

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

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MILAM ELEMENTARY**

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STAFF COUNTS, NOT FTE					
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Full-time Staff	47	65	61	76	15
Role ID Counts					
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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
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STAFF FTE SUMMARY					
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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
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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

42 responses



Accepting responses

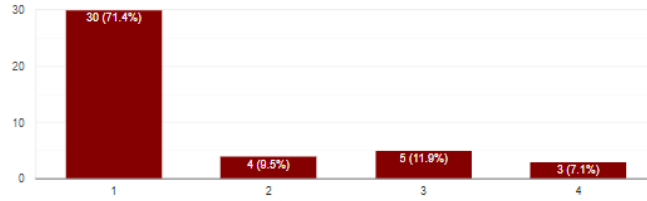
Summary

Question

Individual

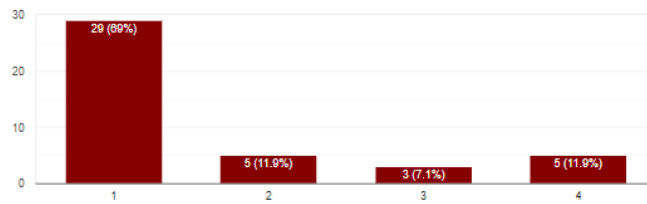
I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses



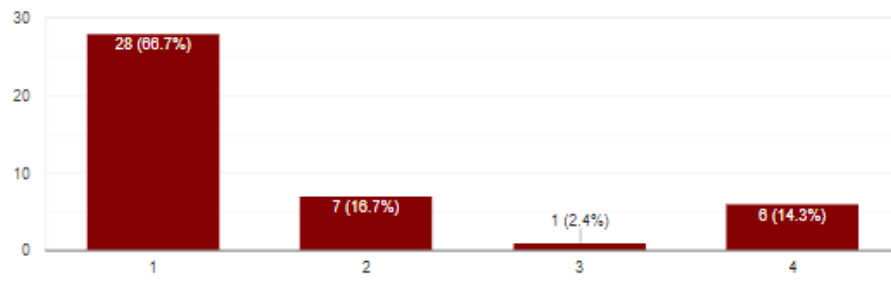
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.

42 responses



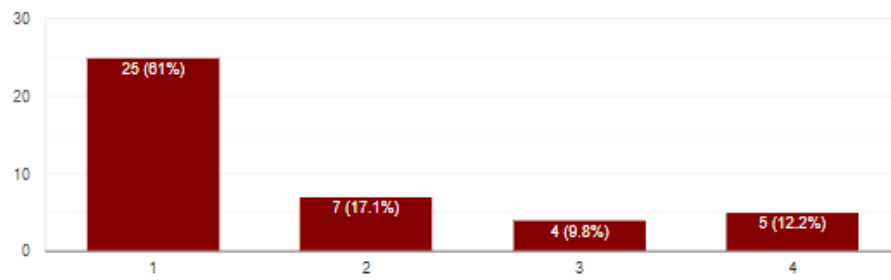
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses



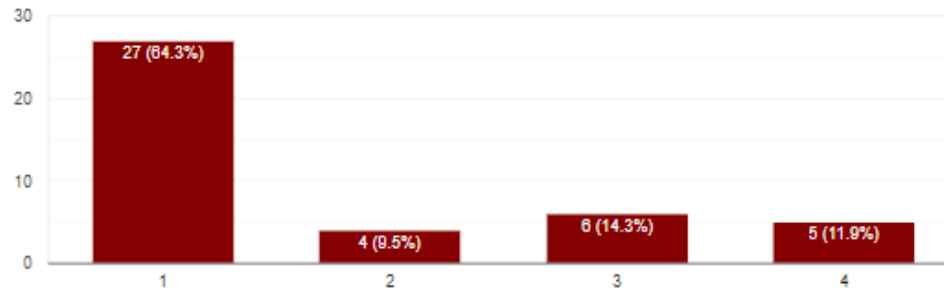
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses



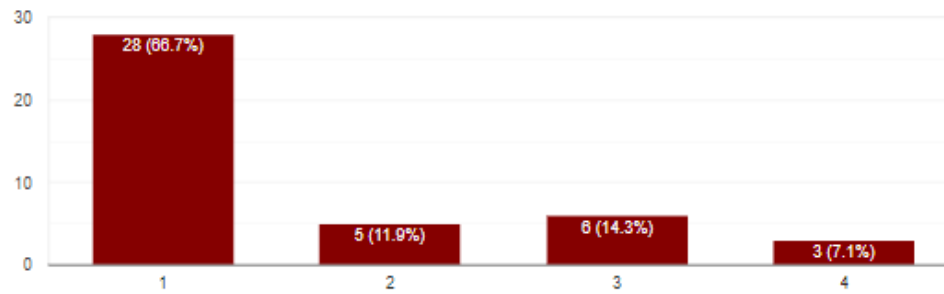
Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses



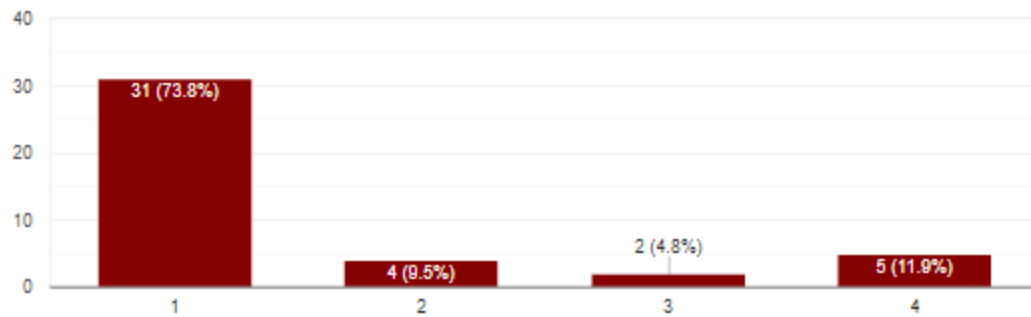
My calls, emails, or notes to school staff are answered promptly. Mis llamadas, correo electrónico, o notas para la escuela son contestadas con rapidez.

42 responses



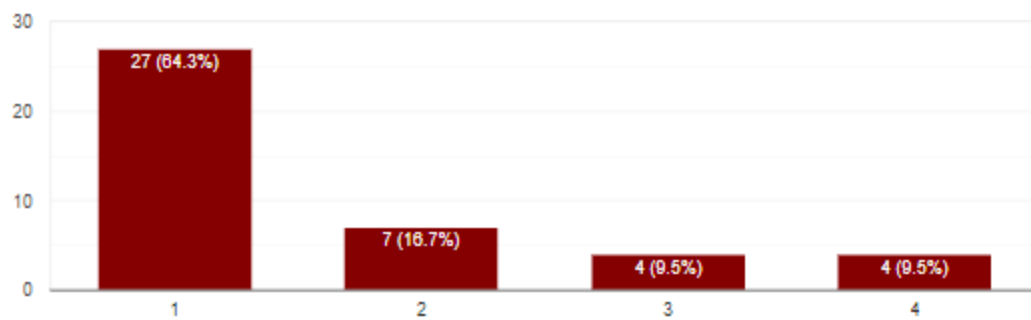
I feel knowledgeable about the school's expectations for my child. Me siento informado/a acerca de las expectativas escolares de mi hijo/a.

42 responses



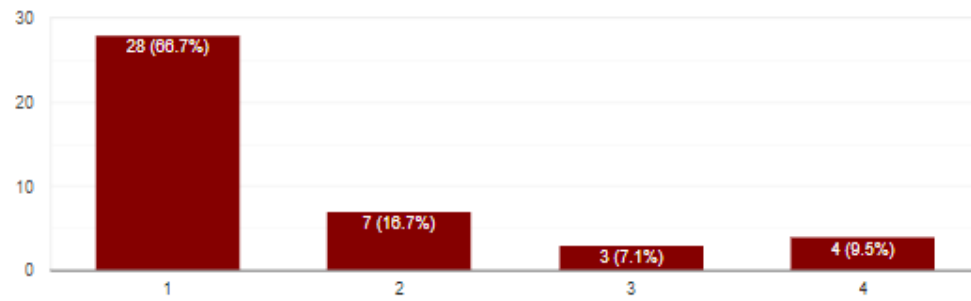
I feel knowledgeable about what is going on at the school. Me siento informado/a sobre los eventos en la escuela.

42 responses



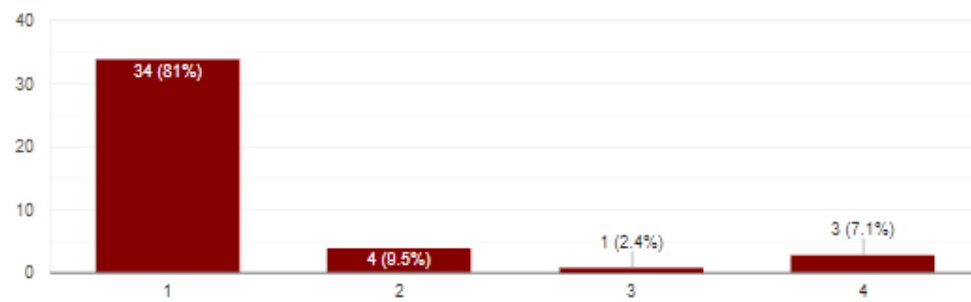
I know how to help my child with his/her homework. Sé cómo puedo ayudar a mi hijo/a con la tarea.

42 responses



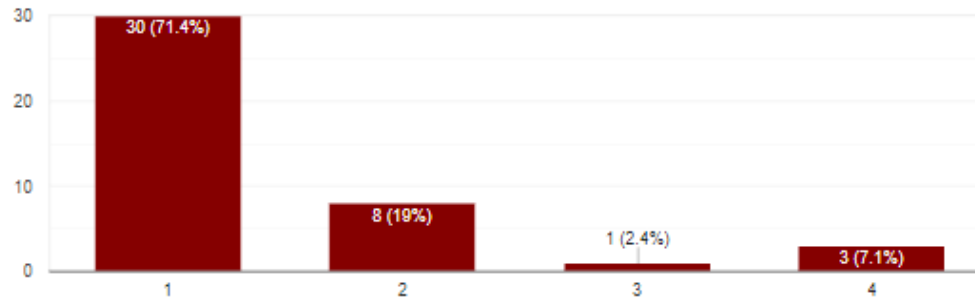
Milam respects the different cultures represented in our student population. Milam respeta las distintas culturas representadas en la población de sus estudiantes.

42 responses



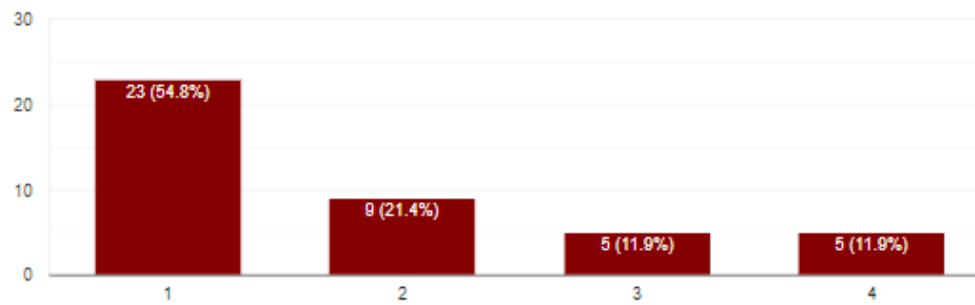
I feel that parents have the opportunity to observe students in various types of performances. Siento que los padres tenemos oportunidad de observar a los estudiantes en varios tipos de actuaciones.

42 responses



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

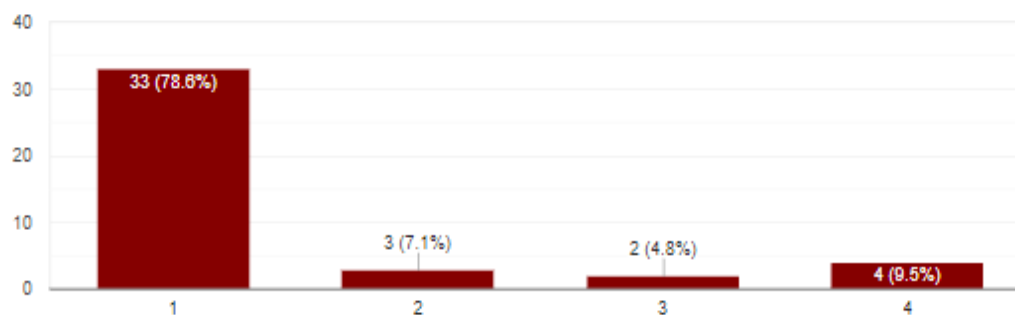
42 responses



My child has the opportunities to display their academic and fine arts talents. Mi hijo/a tiene oportunidades de exponer sus talentos académicos y de bellas artes.

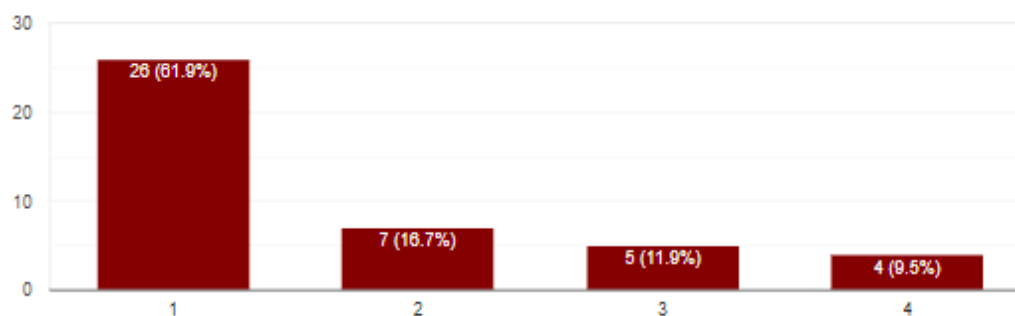


42 responses



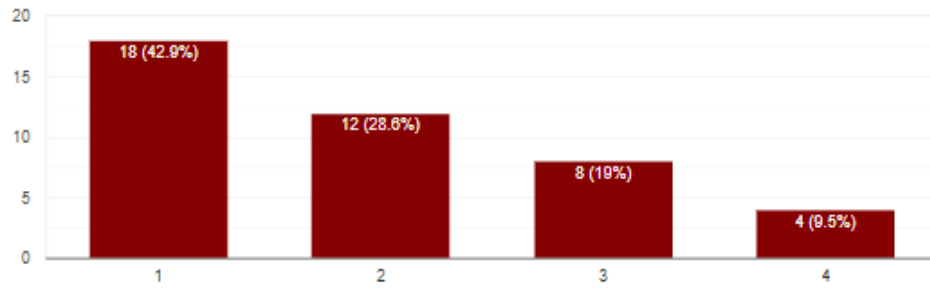
The school provides our family with parenting resources. La escuela proporciona a nuestra familia con recursos sobre crianza.

42 responses



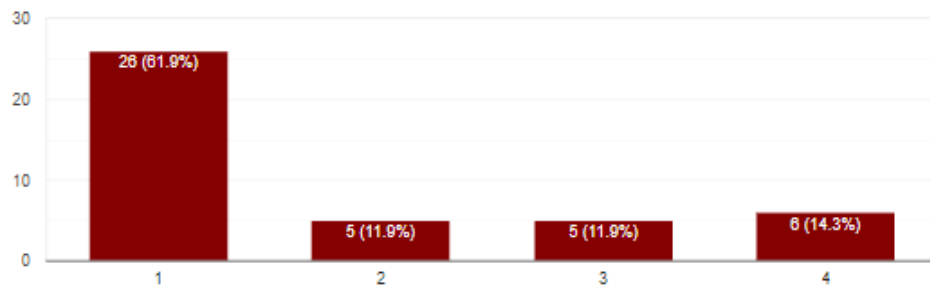
I feel that parents are involved in decision-making at our school. Siento que los padres están involucrados en las decisiones que se toman en la escuela.

42 responses



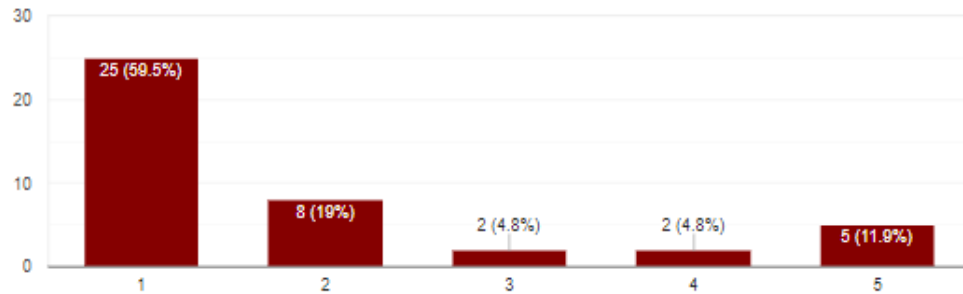
I feel knowledgeable about our school's status as a Title I Schoolwide school. Me siento informado sobre el estado de Title I de nuestra escuela.

42 responses



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

42 responses



Additional Comments. Comentarios Adicionales.

9 responses

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

My child had Mrs Stutes this year and I would like to commend her for her patience of both my child my child's parent. She was constant in her efforts for the students to progress and succeed especially when we had to quarantine at home.

Additionally, my hats off to the entire faculty and staff not just during Covid-19 but throughout the year. The teachers know the students and it shows through the established relationships that all students are cared off

Finally special kudos to Mrs Fitzgerald. Her leadership is amazing. She stays in communication through duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

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

Additional Comments. Coemntarios Adicionales.

9 responses

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

Una excelente institución

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

No

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

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

Me encanta esta escuela

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