

Ector County Independent School District

Milam Elementary Magnet

2019-2020 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Mission

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

Parameters

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

Objectives

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

Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

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

Value Statement

We Believe:

- * A quality education is a fundamental right for every student
 - * In preparing our graduates for success after high school
- * Engagement in teaching and learning is a shared responsibility among students, staff, and parents
 - * In valuing the students, our staff, parents and the community
- * There is a pathway for success for every student to become a leader
 - * In providing a consistent and viable education for every student
 - * In recruiting, retaining, and developing the best staff
 - * Student needs drive decisions
 - * In setting each other up for success
- * In civic engagement and upholding community traditions
 - * In embracing diversity

* A safe, healthy climate is conducive to learning

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on Milam Elementary's 2016-2017 Accountability report, the Comprehensive Needs Assessment Overview list programs, interventions, professional development, and services provided during the 2017-2018 school year:

Fund Description:	Services Provided
Fund 161: State Special Education	Extended Year Services
Fund 161: State Special Education	Special Education Additives/ Stipends
Fund 161: State Special Education	Speech Pathology Stipends
Fund 161: State Special Education	Special Education Teachers
Fund 161: State Special Education	Speech Pathologists
Fund 161: State Special Education	Occupational Therapist
Fund 161: State Special Education	Special Education Testing
Fund 161: State Special Education	Special education instructional support staff
Fund 161: State Special Education	Special education instructional support materials
Fund 161: State Special Education	Special Education Professional development
Fund 163: State GT	Part time GT teacher support
Fund 163: State GT	CAMP SIP Summer Program
Fund 163: State GT	GT supplemental classroom materials
Fund 163: State GT	GT COGAT Testing Materials
Fund 163: State GT	GT Curriculum & Staff Development
Fund 164: State Comp Ed	Summer Remediation for STAAR/EOC recovery: Targeted grades
Fund 164: State Comp Ed	At Risk Tutoring
Fund 164: State Comp Ed	Literacy Initiatives for reading and math
Fund 164: State Comp Ed	Frog Street Press
Fund 164: State Comp Ed	Core Teacher Professional Development for at risk strategies
Fund 164: State Comp Ed	Bilingual ESL Literacy: sub ob 89
Fund 164: State Comp Ed	Reading Coaches: Itenerant Comp Ed
Fund 164: State Comp Ed	Bilingual ESL Literacy: sub ob 89

Fund Description:	Services Provided
Fund 164: State Comp Ed	Reading Dyslexia Interventionist
Fund 164: State Comp Ed	Instructional Aides & Bilingual Aides
Fund 164: State Comp Ed	Bilingual Specialist
Fund 164: State Comp Ed	Community Outreach Services
Fund 164: State Comp Ed	Dictionaries for Bilingual/ESL student use
Fund 164: State Comp Ed	LTS Stride Software
Fund 164: State Comp Ed	Drop Out Prevention Counselors (SAS counselors)
Fund 165: State Bilingual ESL	BE & ESL Stipends
Fund 165: State Bilingual ESL	Teacher Professional Development & Support
Fund 165: State Bilingual ESL	Classroom Materials
Fund 165: State Bilingual ESL	Classroom Dictionaries for Instruction Use
Fund 165: State Bilingual ESL	Testing Materials for Student Identification to the Program
Fund 165: State Bilingual ESL	LAS Links
Fund 165: State Bilingual ESL	Interventions Materials
Fund 165: State Bilingual ESL	Training Teacher Materials
Fund 165: State Bilingual ESL	Summer School Materials & Staffing
Fund 165: State Bilingual ESL	Books for BE & ESL
Fund 165: State Bilingual ESL	Teacher Created Materials targeted to balanced literacy
Fund 211: Title One Schoowide	Class Size Reduction Teachers
Fund 211: Title One Schoowide	Campus Curriculum Facilitators
Fund 211: Title One Schoowide	Reading Specialist
Fund 211: Title One Schoowide	Parent Involvement Activities
Fund 211: Title One Schoowide	Supplemental materials, science, social studies and math
Fund 211: Title One Schoowide	Title One Supplemental Literacy Materials
Fund 211: Title One Schoowide	Library books & Technology tablets @ targeted title one campuses
Fund 211: Title One Schoowide	Professional Development for teachers and campus administrators
Fund 21617: Title One Priority focus Improvement	Parent Involvement Activities
Fund 255: Title 2 Professional Development	Campus Curriculum Facilitators at non-title elementary campuses, targeted high schools and all MS
Fund 263: Title 3	Language Instruction Resources
Fund 263: Title 3	ESL Coordinator and Specialists
Fund 263: Title 3	Parenting Partners

Fund Description:

Fund 263: Title 3

Services Provided

Sheltered Instruction Support and Professional
Development

Demographics

Demographics Summary

Total Enrollment for 2018-2019= 534

Title I = 534

ECD = 308

LEP = 111

Spec Ed = 28

Bilingual-108

ESL = 2

GT = 72

Immigrant = 6

Migrant = 0

White = 69

Hispanic = 435

African American = 22

Pac Islander = 2

American Indian/Alaskan=1

Asian=0

Two or more races = 5

Demographics Strengths

Our Pre K through 5th grade classrooms meet the required student to teacher ratio.

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

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

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

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

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

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

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

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

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

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

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

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

In Domain 3 of Growth Status, Milam met the following targets for Math: Hispanic-72 growth score and target was 69 and Economically Disadvantaged-70 growth score and target was 68.

In Domain 3 of the English Proficiency Status, EL students (current and monitored) 49% met the target of 36%.

In Domain 3 of Student Success Status, Milam met the following targets: Hispanic-42% and the target was 41%, Economically Disadvantaged-39% and the target was 38%, and EL (current and monitored)-42% and the target was 37%.

In Domain 3 of Participation, Milam met the 95% target for all subgroups with a participation rate of 100%.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: At Milam in 3rd grade 22% of Economically Disadvantaged students, 31% of Hispanic students, 44% of White students, 71% of EL students, and 34% of all students scored meets grade level or above on the 2019 STAAR Math. **Root Cause:** Ineffective focused Intervention, long term

substitute for second semester, ineffective teacher on grade level, consistency in Guided Math Instruction, vertical alignment and consistency Kinder-3rd grade.

Problem Statement 3: At Milam in 4th grade 35% of Economically Disadvantaged students, 52% of Hispanic students, 55% of white students, 31% of EL students and 49% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 4: At Milam in 4th grade 67% of Economically Disadvantaged students, 57% of Hispanic students, 57% of EL students and 57% of all students scored meets grade level or above on the 2019 STAAR Math. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 5: At Milam 21% of Economically Disadvantaged students, 27% of Hispanic students, 8% of EL students, 18% of White students and 23% of all students scored meets grade level or above on the 2019 STAAR Writing. **Root Cause:** Ineffective teacher development and lack of vertical alignment in the area of Pre K-5th grade.

Problem Statement 6: At Milam in 5th grade 30% of Economically Disadvantaged students, 35% of Hispanic students, 36% of EL students, 38% of White students and 35% of all students scored meets grade level or above on the April Administration of 2019 Reading STAAR. **Root Cause:** Consistency in previous grades that impact 5th grade TEKS, lack of balanced literacy instruction, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 7: At Milam 43% of Economically Disadvantaged students, 41% of Hispanic students, 13% of White students and 35% of all students scored meets grade level or above on the April Administration of 2019 Math. **Root Cause:** Consistency of mastering TEKS in previous grades that impact 5th grade TEKS, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 8: At Milam in 5th grade 50% of Economically Disadvantaged students, 50% of Hispanic students, 50% of EL students, 63% of White students and 52% of all students scored meets grade level or above on the 2019 Science STAAR. **Root Cause:** Ineffective teacher development and lack of vertical alignment in Pre K-5th grade in the area of Science.

Problem Statement 9: In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam did not meet the following targets for ELA/Reading: All students-37% meets grade level or above and target was 44%, White-43% at meets grade level or above and target was 60%, and Continuously enrolled-37% at meets grade level or above and target was 44%. **Root Cause:** Consistency in previous grades that impact student growth, lack of balanced literacy instruction, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 10: In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam did not meet the following targets for Math: All students-38% at meets grade level or above and the target was 46%, Hispanic-38% at meets grade level or above and target was 40%, White-36% at meets grade level or above and target was 59%, Economically Disadvantaged-34% at meets grade level or above and target was 36% and Continuously Enrolled-38% at meets grade level or above and target was 47%. **Root Cause:** Consistency of mastering TEKS in previous grades, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 11: In Domain 3 of Growth Status, Milam did not meet the following targets for Math: All students-70 growth score and the target was

71, EL (current & monitored)-53 growth score and target was 68, and Continuously Enrolled-70 growth score and target was 71. **Root Cause:** Consistency of mastering TEKS in previous grades ,ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 12: In Domain 3 of Student Success Status, Milam did not meet the following targets: All students-41% and the target was 47%, African American-31% and the target was 36%, White-41% and the target was 58%, Continuously Enrolled-41% and target was 48%, and Non-Continuously Enrolled-44% and target was 45%. **Root Cause:** Lack of targeted intervention for subgroups and data analysis

Problem Statement 13: In Domain 2B, Milam is performing below expectations with a "D" rating in that area, two years in a row for economically disadvantaged. **Root Cause:** Lack of targeted intervention for subgroups and data analysis.

Student Achievement

Student Achievement Summary

Campus Type: Elementary

Campus Size: 534 students

Percent Economically Disadvantaged: 58%

ELL: 18.6%

Mobility Rate: 5.7%

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

Domain 1 Student Achievement Scaled Score: 70 out of 100 (C)

Domain 2a Academic Growth Scaled Score: 75 out of 100 (C)

Domain 2b Relative Performance Scaled Score: 63 out of 100 (D)

Domain 3 Closing the Gaps Performance Scaled Score: 73 out of 100 (C)

Overall Scaled Score: 73-C (Met Standard)

State Assessment Results

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

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

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	78	65	65	62	78	75	N/A	100	100	65	0	86
2018	78	69	80	85	73	43	N/A	N/A	N/A	75	N/A	100

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2017	78	66	59	56	73	N/A	N/A	N/A	N/A	53	N/A	75
2016	75	55	58	57	67	100	N/A	100	N/A	60	14	53

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	73	63	84	86	82	67	N/A	N/A	100	80	50	73
2018	73	60	64	60	86	N/A	N/A	N/A	N/A	58	N/A	56
2017	70	55	59	52	78	N/A	N/A	N/A	N/A	53	N/A	57
2016	75	58	82	60	100	100	N/A	N/A	N/A	64	0	43

Table 4 - 4th Grade STAAR Math Approaches Grade Level

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

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

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

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

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

Table 7 - 5th Grade STAAR Math Approaches Grade Level

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

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

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

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

Student Achievement Strengths

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

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

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

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

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

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 64% of students in 4th grade passed the 2019 STAAR Writing at approaches grade level. **Root Cause:** Writing is not vertically aligned in all grade levels and students are not going through the writing process each day.

Problem Statement 2: At Milam in 3rd grade 65% of Economically Disadvantaged students, 67% of Hispanic students and 65% of all students scored approaches grade level or above on 2019 STAAR Math. **Root Cause:** Ineffective focused Intervention, consistency in Guided Math Instruction, vertical

alignment and consistency Kinder-3rd grade.

Problem Statement 3: At Milam in 4th grade 50% of Special Education students and 67% of African American students scored approaches grade level or above on the 2019 STAAR Reading. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 4: At Milam in 4th grade 68% of Economically Disadvantaged students, 45% of White students, and 68% of EL students scored approaches grade level or above on the 2019 STAAR Math. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS

Problem Statement 5: At Milam in 4th grade 58% of Economically Disadvantaged students, 68% of Hispanic students, 45% of White students, 45% of EL students, and 64% of all students scored approaches grade level or above on the 2019 STAAR Writing. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 6: At Milam in 5th grade 64% of EL's scored approaches grade level or above on the 2019 STAAR Science. **Root Cause:** Consistency in previous grades that impact 5th grade Science TEKS. Teacher lacks the confidence to accelerate students who are transitioning from Spanish to English.

School Culture and Climate

School Culture and Climate Summary

Milam has an average student number of 534 students, 25 Classroom teachers, 8 Fine Arts teachers, 1 Physical Education teacher and an aide, 1 Special Education teacher, and 1 Pre K Aide. We have four classrooms per grade level, Kinder-5th grade with one being bilingual at every level. We have 1 full day Prekindergarten. We house a Speech Therapist, GT Teacher, Counselor, Media Clerk and a Dyslexia Interventionist.

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

Milam can celebrate employees-all are consistently HQT; a majority of the teachers at Milam (61%) have over 10 years of experience; the number of teachers at Milam has grown 8 and decreased by 6 over the past year. 2 teacher moved to a new private Christian school, 1 teacher moved to Houston, 1 teacher/coach was promoted to a high school coaching position, 1 teacher went to neighboring district-MISD, Assistant Principal went back to the classroom at Milam. We will continue with vertical and horizontal PLC's, Teacher Academy, ECISD After the Bell sessions, Implementation of Kagan Structures, DOK training and support from the Leadership Team. We have also gained an Instructional Specialist, another Pre K full day teacher, Pre K Aide, Art Teacher (LTS in that position last year).

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Specialized teacher (Piano teacher) resigning from the district at the end of June. The principal at another campus agreed to release her if we could find a music teacher for her campus. **Root Cause:** Teacher shortage in West Texas. There was not anyone to hire that was qualified for the position, so a LTS was hired.

Problem Statement 2: Job impeded professional development for retention of teachers is needed and due to not having an Instructional Specialist the last two years this impacted teacher coaching. **Root Cause:** Inexperienced teachers need additional classroom support.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistency in Balanced Literacy Instruction, consistency in Kinder-3rd grade guided reading and not having an Instructional Coach last year to coach.

Problem Statement 3: At Milam in 3rd grade 22% of Economically Disadvantaged students, 31% of Hispanic students, 44% of White students, 71% of EL students, and 34% of all students scored meets grade level or above on the 2019 STAAR Math. **Root Cause:** Ineffective focused Intervention, long term

substitute for second semester, ineffective teacher on grade level, consistency in Kinder-3rd grade guided math and not having an Instructional Coach last year to coach.

Problem Statement 4: At Milam in 4th grade 35% of Economically Disadvantaged students, 52% of Hispanic students, 55% of white students, 31% of EL students and 49% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 5: At Milam in 4th grade 67% of Economically Disadvantaged students, 57% of Hispanic students, 57% of EL students and 57% of all students scored meets grade level or above on the 2019 STAAR Math. **Root Cause:** Consistency in previous grades that impact 4th grade TEKS.

Problem Statement 6: At Milam 21% of Economically Disadvantaged students, 27% of Hispanic students, 8% of EL students, 18% of White students and 23% of all students scored meets grade level or above on the 2019 STAAR Writing. **Root Cause:** Ineffective teacher development and lack of vertical alignment in the area of Pre K-5th grade.

Problem Statement 7: At Milam in 5th grade 30% of Economically Disadvantaged students, 35% of Hispanic students, 36% of EL students, 38% of White students and 35% of all students scored meets grade level or above on the April Administration of 2019 Reading STAAR. **Root Cause:** Consistency in previous grades that impact 5th grade TEKS, lack of balanced literacy instruction, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention. Teacher lacks the confidence to accelerate students who are transitioning from Spanish to English.

Problem Statement 8: At Milam 43% of Economically Disadvantaged students, 41% of Hispanic students, 13% of White students and 35% of all students scored meets grade level or above on the April Administration of 2019 Math. **Root Cause:** Consistency of mastering TEKS in previous grades that impact 5th grade TEKS, ineffective teacher development, lack of vertical alignment Pre K-5th grade, ineffective RTI, and targeted intervention.

Problem Statement 9: At Milam in 5th grade 50% of Economically Disadvantaged students, 50% of Hispanic students, 50% of EL students, 63% of White students and 52% of all students scored meets grade level or above on the 2019 Science STAAR. **Root Cause:** Ineffective teacher development and lack of vertical alignment in Pre K-5th grade in the area of Science.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Milam plans to conduct the same types of parent involvement activities for the 2019-2020 school year.

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

Milam will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom.

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

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

School Context and Organization Strengths

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

Every classroom will have a working smart board installed, at least 3 computers and document camera as well as an overhead projector. In every general education class there will be at least 4 iPads with a docking station. The campus has two laptop carts to share.

Problem Statements Identifying School Context and Organization Needs

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

Problem Statement 2: Currently don't have the funds for students to have one to one devices for student use (Chromebooks, laptops or iPads). **Root Cause** : Lack of money to purchase one to one devices.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has a class set of clickers to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. At the current time we are have at least 4 ipads with a docking station in all grade level classrooms.

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

Technology Strengths

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

Many teachers on this campus are writing grants to enhance their technology in the classroom. This includes devices for their workstations.

Problem Statements Identifying Technology Needs

Problem Statement 1: Grade level classroom have one iPad to every 5 students. Not enough technology to multiply the teacher. Do not have access to ipads to use at workstations to multiply the teacher. **Root Cause:** Lack of funds to purchase at least 12 ipads for every grade level classroom.

Problem Statement 2: Teachers that have received iPads from Donorschoose grants can not have ECISD App store put on iPads to use effectively in the classroom. **Root Cause:** Technology requirements that technology is purchased through the district.

Problem Statement 3: We have two mobile laptop carts and teachers are unable to utilize laptop carts on a consistent basis. **Root Cause:** We only have two mobile laptop carts; lack of technology and equipement.

Priority Problem Statements

Problem Statement 1: 64% of students in 4th grade passed the 2019 STAAR Writing at approaches grade level.

Root Cause 1: Writing is not vertically aligned in all grade levels and students are not going through the writing process each day.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: At Milam 21% of Economically Disadvantaged students, 27% of Hispanic students, 8% of EL students, 18% of White students and 23% of all students scored meets grade level or above on the 2019 STAAR Writing.

Root Cause 2: Ineffective teacher development and lack of vertical alignment in the area of Pre K-5th grade.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 31% to 36% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Implement a consistent process to disaggregate data and monitor data through PLC's and grade level data meetings.</p>	2.4	Teachers, Principal, Assistant Principal, Instructional Specialist	<p>Data will reflect data driven lessons/instruction.</p> <p>Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2020 at improved rate of 20%.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Milam will target small group instruction based on student data following the recommended RTI model to increase student achievement.</p> <p>STAAR assessments and district benchmark data will show progress.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, RTI Coordinator	STAAR data, RTI intervention plans, PLC agendas, Minutes, Monthly Progress Data campus-wide				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 3) Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, Instructional Specialist	On-going Short Cycle Assessments (Math K-5th grade, Science-3rd-5th, Reading K-5th, Writing 4th) September 2019-May 2020, Short Cycle Teacher Made Assessment, ISTATION, Imagine Math				
<p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 4) Principal, Assistant Principal, and Instructional Specialist will provide support to teachers in the implementation of the new ELAR TEKS, HMH and Google Classroom Lessons. Support will be provided in the lesson modeling, reading and understanding the curriculum documents through PLC's and facilitating lesson materials and manipulatives. Know/Show anchor charts will be created in Grade Level PLC.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, Instructional Specialist	Training agendas, Sign in sheets, lesson plans				
<p>TEA Priorities Build a foundation of reading and math 5) Fine Arts teachers will support district curriculum and grade level TEKS by integration in fine arts classes.</p>	2.4, 2.5	Fine Arts teachers, Principal, Assistant Principal	Shared lesson plans with fine arts teachers, Lesson Plans, Walkthroughs				
<p>TEA Priorities Build a foundation of reading and math 6) Milam will attend and incorporate Stetson training and student engagement. Follow the inclusion model for students as appropriate.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal. Special Education Teacher	STAAR Domain 1, STAAR Domain 2a and 2b and STAAR Domain 3				
<p>TEA Priorities Build a foundation of reading and math 7) We will monitor student growth, special education students, as well as all children that drop tier levels based on Istation data, Stride data, and district curriculum unit assessments. All teachers will monitor tier movement through guided reading and guided math as well as tier one instruction.</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal. Special Education Teacher	Performance Data, Individual Growth Plans, RTI Data, Lesson Plans				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 8) Pre K will use Frogstreet Press to ensure students know their letter sounds.	2.4, 2.5	Pre K teachers, Principal, Assistant Principal. Special Education Teacher	Walkthroughs Frogstreet Assessments Istation				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) 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.	2.4, 2.5, 2.6	Relay team, Principal, Assistant Principal, Instructional Specialist	Overall improvement on short cycle assessments, district benchmarks, 2020 STAAR Tests. Use of Data Collection Forms, Coaching notes, videos, assessment data.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) 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.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialist	Overall improvement on short cycle assessments, district benchmarks, 2020 STAAR Tests.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) A data wall will be created to determine 4th and 5th students who either did not meet, met approaches, met meets, or mastered their STAAR from the previous year. Teachers will utilize this information as a broad picture of the % of students we have who have met the "Meets" domain in Reading.</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialist	We will grow M&M's, Meets and Masters on the STAAR Released Test and 2020 STAAR Reading.				
<p>TEA Priorities Improve low-performing schools 2) PLC's will focus on teaching teachers how to drive their intervention groups using Data (formative assessments, Istation, unit tests, and Benchmarks) to determine re-teach and small group interventions during daily intervention.</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialist	Teachers will use daily, formative assessments, unit tests, benchmark, and Istation data to pull intervention groups daily or reteach to the whole group if needed.				

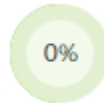
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools 3) Students in Kinder-5th grade will use Data Folders to track Unit Assessments and Istation Assessments, and Imagine Math Assessments. 2nd and 3rd grade will have a goal of 76% for reading and 75% for math on all unit assessments in order to Meet Standard as measured on 2020 STAAR. 4th and 5th will use last years STAAR data to add +10 as their goal for all unit assessments.</p>	2.4	Teachers, Students, Principal, Assistant Principal, Instructional Specialist	<p>Students will meet their goals set at the beginning of the year with their teacher.</p> <p>Teacher has and uses data folders in PLCs.</p> <p>Student led conferences (2nd semester) 3rd, 4th and 5th grade students. Teacher will facilitate the conferences.</p> <p>Students in 3rd grade will Meet/Master Standard in Math and Reading as measured on 2020 STAAR.</p> <p>Students in 4th and 5th grade will achieve expected or accelerated growth in Math and Reading as measured on 2020 STAAR.</p> <p>Students in 4th grade will Meet/Master Standard in Writing as measured on 2020 STAAR.</p> <p>Students in 5th grade will Meet/Master standard in Science as measure on 2020 STAAR.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

3rd Grade Reading from 32% to 42%

4th Grade Reading from 33% to 43%

5th Grade Reading from 38% to 48%

4th Grade Writing from 29% to 39%.





Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Teachers and instructional staff will follow the district's ELAR scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (Pre K-5th grade) well-developed and explicitly taught word structures.</p> <p>Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.</p>	2.4, 2.5, 2.6	<p>Teachers, Principal, Assistant Principal, and Instructional Specialist</p> <p>Evaluation Data Source: Weekly review of lesson plans for Pre K-5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-5th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS</p>	<p>Istation letter knowledge and phonemic awareness levels will increase by:</p> <p>Kindergarten: 3% by March 2019 3% by May 2019 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020</p> <p>2nd - 5th grade: % meets standard on unit assessments will increase by: 3% by March 2019 3% by May 2019 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Milam Pre K-5th grade students will improve their reading mastery a minimum of one year.</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, and Instructional Specialist	Growth in the following areas as measured by: STAAR Growth Accountability, AR Testing, ISTATON Data (Kinder-5th grade), Guided Reading Data, Ecircle Assessment Data (Pre K), Intervention Data, LLI Kit Data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative.</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, and Instructional Specialist	Guided reading environmental checklist and rubrics				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) We will utilize a dyslexia specialist to improve reading performance on campus.</p> <p>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>	2.4, 2.5, 2.6	Principal, Assistant Principal, Dyslexia Interventionist	Improved Reading Performance for all identified Dyslexia students.				
Funding Sources: Title One School-wide - 0.00							
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) All Milam 1st -5th grade teachers will use Target Reading daily to improve reading fluency, vocabulary development, writing elaboration, sentence construction and usage, handwriting and development of critical thinking skills.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	Growth in the following areas as measured by: STAAR Growth Accountability, Imagine Math (Kinder-5th grade), Ecircle Assessment Data (Pre K), Intervention Data,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) The writing vertical team has developed writing expectations Pre K-5th grade and all classroom teachers will ensure that these expectation are utilized.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	District required writing samples, Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments				
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) All students Pre K-5th grade will have a writing portfolio that will contain all of their campus published writing samples and will be passed on to the next grade level teacher.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	District required writing samples, Writing Portfolios, 4th grade, STAAR Writing Results				
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Each teacher will showcase a students writing sample from their class each month on the school wide Writing Bulletin Board that is in the main hall.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	District required writing samples, Writing Portfolios, Hall displays of writing with feedback				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

3rd Grade Math from 36% to 46%


4th Grade Math from 36% to 46%

5th Grade Math from 38% to 48%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) 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>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, and Instructional Specialist	Increase meets percentage by 10% by May 2020.				
<p>2) Milam Pre K-5 grade students will improve their math mastery a minimum of one year.</p>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	Increase meets percentage by 10% by May 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) 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>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	STAAR, Imagine Math Short Cycle Assessments, District Benchmarks				
Funding Sources: Title One School-wide - 1818.34							
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) 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>	2.4, 2.5	Teachers, Principal, Assistant Principal, and Instructional Specialist	Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>5) Use of Number Talks (Kinder-5th) to increase conceptual understanding of numbers.</p> <p>Vertical Math Team (Kinder-5th grade) will attend all Number Talks PD and provide information to their grade level.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Math Vertical Team	Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks				
							

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 33%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 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>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, and Instructional Specialist	10% increase in the Meets Standard on state assessments in Science by May 2020				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students meeting one or more College, Career, and Military Readiness indicators will increase from 46% to 60% by May 2020. State Average is 54%.

Evaluation Data Source(s) 6: 2020 State Accountability.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Connect high school to career and college 1) Milam will implement College Shirt Day every Wednesday to encourage students to go to college.</p>	2.6	Teachers, Principal and Assistant Principal	-Students will stand up in morning announcements if they are wearing their college shirt. -College Awareness -Pictures on clasdojo, facebook and twitter.				
<p>TEA Priorities Connect high school to career and college 2) AVID strategies: Milam will implement appropriate grade level note taking processes and organizational skills.</p>	2.6	Principal, Assistant Principal/AVID Coordinator, AVID Lead Teacher, AVID Site Team	-AVID certification at end of year & AVID artifacts through out the year. -AVIS schoolwide Certification				
<p>TEA Priorities Connect high school to career and college 3) On first Wednesday of every month, teachers, parents, or community members will present in morning announcements about different colleges around the nation.</p>	2.6, 3.1	Teachers, Principal and Assistant Principal	-Power Points, visuals, fight songs and mascots -Students will get excited about college and begin discussing possible future college				
<p>TEA Priorities Connect high school to career and college 4) Career Day Speakers will speak to students during morning assembly about their careers, leading up to Career Day on Friday, January 24.</p>	2.6, 3.1	Principal, Counselor, Teachers	-At least 5 different career speakers to get students thinking about their career for Career Day. -Students will get excited about their possible career and begin discussing possible future plans.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Milam student attendance rate will increase from 96% to 98% by May 2020.

Evaluation Data Source(s) 7: District attendance reports, Weekly District Attendance Reports, Monthly Classroom Attendance Contests

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>1) Attendance and Discipline team will meet every 9 weeks to monitor student attendance. They will ensure Contracts and Contracts are in place.</p> <p>Teachers will contact parents when a student is absent. 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>	2.5, 2.6	Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC	Student attendance rate will increase from 96% to 98% by 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
2) Milam will chart weekly attendance rates per class and grade level. Principal will post on ClassDojo, Facebook page, Newsletter and display outside of the office. At the end of each month the class at each grade level that has the highest attendance rate for the month will receive a special treat-popcorn, popsicles, pickles, etc.	2.5, 2.6	Principal, Assistant Principal, Teachers, Clerk	Student attendance rate will increase from 96% to 98% by 2020.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 8: FitnessGram Annual Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Weekly activities include daily exercises and active engagement activities through grade level PE and Dance classes. All PE/Dance classes will meet the state required 50% moderate to vigorous physical activity in each class period.	2.4, 2.5	Coach, Dance Teacher, Principal and Assistant Principal	Increased health awareness.				

Goal 1: Milam Magnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%





TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 9: TELPAS ratings 2020

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Milam will increase the number of teachers who are ESL certified in order to add strategies to reach EL students.	2.4, 2.5	Principal, Assistant Principal/LPAC Coordinator	All students will increase proficiency levels in TELPAS in all areas.				
2) Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing.	2.4, 2.5	Teachers, Principal, Assistant Principal/LPAC Coordinator	All students will increase proficiency levels in TELPAS in all areas.				
3) Milam Kinder and 1st grade Bilingual will follow the dual language one-way model.	2.4, 2.5	Teachers, Principal, Assistant Principal/LPAC Coordinator	All students will increase proficiency levels in TELPAS in all areas.				
TEA Priorities Recruit, support, retain teachers and principals 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.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal/LPAC Coordinator	All students will increase proficiency levels in TELPAS in all areas. Walkthroughs and EL assessment data.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) Milam will utilize Bilingual & ESL current data, determine areas of needs and successes by grade level and student SE.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal/LPAC Coordinator	TELPAS, Accountability Data Unit Assessment Data Progress monitoring				
6) Sheltered Instruction strategies will be implemented and monitored in every classroom. All teachers trained on SIOP using Moodle. Sign-in sheets and certificates will be turned in to verify completion.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal/LPAC Coordinator	All teachers trained on SIOP using Moodle, Sign in sheets, Certificates will be turned in to verify completion, Walkthrough information				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Milam Magnet will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: Milam will continue to retain teachers by providing coaching, constructive feedback and T-TESS support, as well as train new teachers, and advertise our campus on Social Media, job fairs and recruiting opportunities.

Evaluation Data Source(s) 1: Job fair, Sign in sheets, instructional monitoring, surveys, and professional development implementation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Use of Class Size Reduction teachers to reduce the number of students in classroom and to keep the class size under 28. To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible citizens in a reduced class size environment.	2.4, 2.5, 2.6	Principal, Assistant Principal, 5th grade Class Size Reduction Teacher	Increase student performance due to reduced class size.				
				Funding Sources: Title One School-wide - 0.00			
TEA Priorities Recruit, support, retain teachers and principals 2) Pre K aides to assist with class size and assist the teacher in carrying out the prescribed program for each student in two Pre K classes.	2.4, 2.5, 2.6	Principal, Assistant Principal, Two Pre K Aides	1:11 student ratio for increased engagement and small group instruction.				
				Funding Sources: Title One School-wide - 0.00			

Goal 3: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.


Performance Objective 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Milam will baseline number of VIPS that were utilized during each nine weeks, including Watch D.O.G.S, Junior VIPS, and Highland United Methodist (partner church).	3.1	VIPS coordinator, Principal, Assistant Principal	Milam will have baseline numbers for our VIPS program				
2) Milam will have a VIPS orientation for all parents and students participating. This includes VIPS, Watch D.O.G.S. and Junior VIPS.	3.1	VIPS coordinator, Principal, Assistant Principal	-Parent Involvement in the school community -Agenda and Sign in sheets from orientation sessions.				
3) Milam will increase community participation with such things as: partnership with Highland United Methodist, Meet the teacher night, Parent Orientation, PTA, VIPS, Watch D.O.G.S, Donuts with Dad, Muffins with Mom, Student of the month, Math, Reading & Science Nights, Book Fair nights, PTA Meetings, Principals Awards, Semester Awards Ceremony.	3.1, 3.2	Principal, Assistant Principal, PTA Board, VIPS Chair	Increased parental and community support				
4) All teachers and staff members will host the "Meet the Teacher Night" on August 15, 2019 in their classroom to encourage parental involvement.	3.1, 3.2	Principal, Assistant Principal	Sign in sheets from each classroom teacher				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) All classroom teachers will host Parent Orientation within the first 3 weeks of school to present/discuss grade level expectations. At this time, the principal will review the Parent Compact, Parent Involvement Policy, Parent Survey, Attendance/Tardies, Instruction/Intervention, Lexile Levels, STAAR Testing dates, Interpreting STAAR Data and Drop-off and Pick-up procedures with parents.	3.1, 3.2	Teachers, Principal, Assistant Principal	Agendas, sign in sheets				
6) Parent meetings for special area activities.	3.1, 3.2	Teachers, Principal, Assistant Principal	Agendas, sign in sheets				
7) AVID parent involvement activities	3.1, 3.2	Teachers, Principal, Assistant Principal, AVID Coordinator, AVID Site Team	Agendas, sign in sheets, notes home, and picture evidence				
8) Parent Utility training for Title 1 school.	3.1	Teachers, Principal, Assistant Principal	Agendas, sign in sheets				
9) Magnet Contract for all students.	3.1	Teachers, Principal, Assistant Principal	Signed Magnet Contracts				
10) PTA Board will meet and set goals for the year.	3.1, 3.2	Principal and Elected PTA Board Members	Agenda, Sign-in sheets, Goals, Minutes				
11) Implement use of Parent Link to communicate with parents	3.1	Principal	Parentlink logs				
12) Use of Milam Facebook page and Milam Twitter page to communicate information to parents and the community.	3.1	Principal, Assistant Principal	Communication sent out via facebook and twitter				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
13) 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.	3.1, 3.2	Principal, Assistant Principal, Office Staff, Teachers	Communication sent out via Classdojo				
							

Goal 4: Milam Magnet will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 1: Staff sign-in, archived training documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal	Reduced number of discipline referrals, walkthroughs, CHAMPS/PBIS, all staff following schoolwide expectations.				
1) Milam will use CHAMPS/PBIS school wide and in 100% of classrooms.							
2) Successful implementation of PBIS CHAMPS.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal	Respectful students that are actively engaged in learning. Referral count below previous years average.				
3) 100% of Milam Staff will complete Safe Schools Online training.	2.5	Principal	All staff members are knowledgeable on students safety.				
4) Red Ribbon week for drug prevention.	2.5	Red Ribbon Sponsor	Zero drug related referrals				
5) Milam TBSI Team that is CPI trained and prepared to de-escalate elevated situations.	2.5	Principal	CPI Certificates/CPI Cards				
6) Milam will baseline numbers of referrals each 9 weeks.	2.5	Attendance and Discipline Committee, Principal, Clerk	Reduce number of office referrals by teachers per 9 weeks. Complete behavior RTI to improve behavior.				
7) Ethics training for all teaching staff yearly.	2.5	Principal	Agenda, sign-in sheets.				
8) All staff members will be trained twice a year on Sexual Harassment.	2.5	Principal, Title IX Coordinator	Created courses in Eduphoria, Sign-in sheet				
							


Goal 5: Milam Magnet will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: All 2019-20120 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.


Evaluation Data Source(s) 1: Professional Development Plans

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) All programs that are bought at the campus level will focus on low performing TEKS.	2.4, 2.5	Teachers, Principal, Assistant Principal, Instructional Specialist, Tutors	Assessments, STAAR data results				
2) Depth of Knowledge Training to increase rigor in levels of questioning.	2.4, 2.5	Teachers, Principal, Assistant Principal, Instructional Specialist	Increased Assessments and STAAR data results				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Milam Magnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Reduce the number of student transfer code errors from 30% to 15% in ITCCS by May 2020.

Evaluation Data Source(s) 1: ITCCS reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Clerk will ensure that all transfers from the transfer office are on file and coded correctly.	2.5	Clerk, Principal	No errors corrected by May 2020.				

Goal 6: Milam Magnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 2: 2019-2020 Campus improvement Plans

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Milam Campus Plan will be developed and approved by CIT then submitted to the Executive Director to ensure alignment to the District Improvement Plan. Corrections will be made to Campus Improvement Plan after feedback from Executive Director.	2.4, 2.5, 2.6, 3.1, 3.2	CIT, Principal, Executive Director	Alignment to District's Improvement Plan to increase accountability of campus.				

Goal 6: Milam Magnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Milam is moving towards a long term goal of one computer per student by 2024.

Evaluation Data Source(s) 3: Campus inventory and student enrollment.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Milam teachers will work with the Instructional Technology Specialist to train the staff during PLC's and After the Bell sessions tools to help enhance student learning with technology.	2.5	Instructional Technology Specialist, Principal, Assistant Principal	Lesson Plans, Sign-up Sheet, ECISD Tech Badges, Social Media Evidence				
2) All Pre K-5th grade classroom teachers will have at least 4 iPads in their classroom with the ultimate goal of being 1 to 1 to support integration of technology to enhance mastery of student goals.	2.5	Principal, Assistant Principal	Walkthroughs, Observation, Performance data, ISTATION Reading, Imagine Math, Student Portfolios, Assessment Apps				
3) 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal	Sign-in sheets PLC Meetings				
							

Goal 6: Milam Magnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Milam will Increase the use of parent portal activity from 42% to 100% by 2020.

Evaluation Data Source(s) 4: txConnect administrator reports.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Principal and Clerk will hold training sessions for parents to ensure parents have signed up for Parent Portal. Parent will be able to check student grades, attendance and register students on-line.	3.1	Principal, Clerk	100% of Milam parents will be signed up for Parent Portal by May 2020. All Milam returning (ECISD returning) parents will register on-line via Parent Portal.				

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

District Goal 1: Our actions will support the non-negotiable of Academic Excellence.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

(SP1.3) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation on state standardized tests.

District Goal 2: The TEKS Resource System will be executed with consistency and fidelity.

(SP 2.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing.

(SP 2.2) All campuses will provide professional development in utilizing technology.

(SP 2.3) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals.

(SP 2.4) All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals.

(SP 2.5) Campuses will utilize instructional technology as a teaching tool for student success.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.

District Goal 4: Our actions will support the non-negotiable of purposeful, timely, two-way communication.

(SP 4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant.

District Goal 5: Our actions will support the non-negotiable of college and career readiness.

(SP 5.2) All students will be graduate prepared for college or career readiness.

2019-2020 Campus Improvement Team

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

Committee Role	Name	Position
Community Representative	Cheryl McQueen	Medical Center Hospital-Director of Materials Management and Odessa Leadership
District-level Professional	Staci Ashley	ECISD Human Resources Director for Elementary Staff

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
1	4	3	Lone Star TEKas Target Practice		\$1,818.34
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$1,818.34
Grand Total					\$1,818.34