

Midland Independent School District
Milam Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Ben Milam International Academy is committed to producing bilingual, biliterate and sociocultural competent scholars who will excel in a globalized 21st century economy.

Vision

Ben Milam International Academy will fulfill our mission by establishing a culture of support and achievement that is rooted in college readiness and embraces language and cultural diversity, hold ALL scholars to high expectations, and ensures progress in linguistic and academic skills in Spanish and English.

One community, one vision, excellence!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Milam Elementary is a very diverse campus and this year we will be 56 years old! Our campus namesake, Benjamin Rush Milam was an American colonist of Mexican Texas and a military leader and hero of the Texas Revolution. A native of what is now Kentucky, Milam fought beside American interests during the Mexican War of Independence and later joined the Texians in their own fight for independence, for which he assumed a leadership role. Persuading the weary Texians not to back down during the Siege of Béxar, Milam was killed in action while leading an assault into the city that eventually resulted in the Mexican Army's surrender. Milam County, Texas and the town of Milam are named in his honor, as are many other place names and civic works throughout Texas.

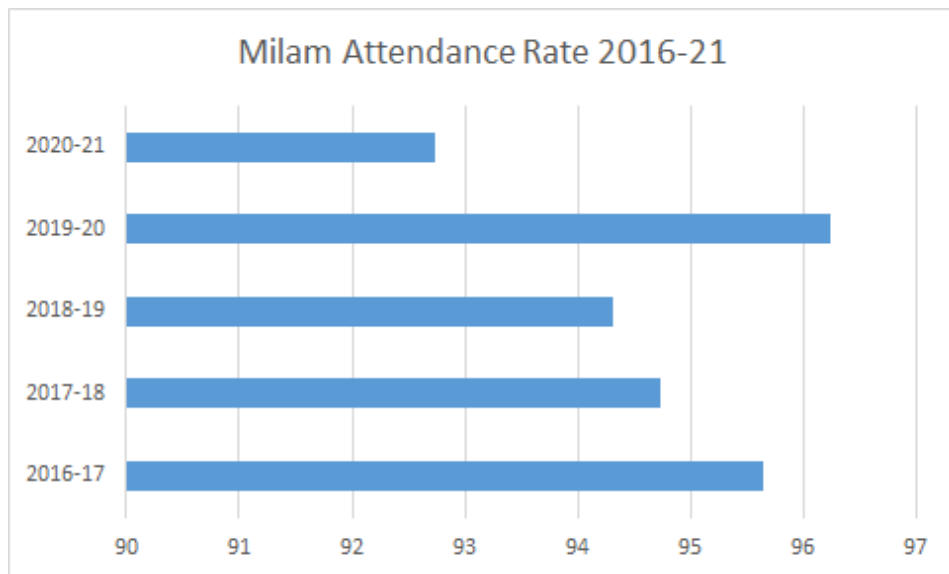
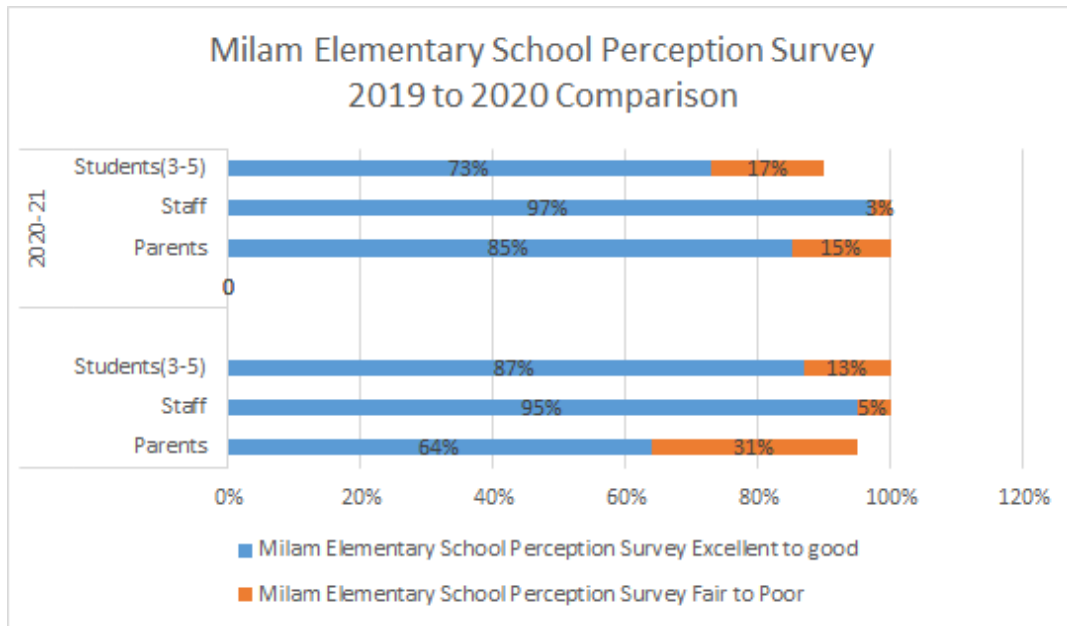
We currently serve a total of 479 scholars. Of the 479, are African-American, are Hispanic/Latino Students, Asian Students, White Students, American Indian or Alaskan, native Hawaiian or other pacific islander, and students with two or more races.

Milam Elementary is an MISD partner school with a specialized program. Milam is a dual language program serving PK-2nd Grade students learning two languages. Our grades 3-6 follow a traditional school model serving neighborhood students. The program grows one grade every year until it completes implementation of the dual language program PK-6th Grade. Milam Elementary houses the Newcomer Academy which an MISD program for students that are new to the country, in years 1 and 2 of their journey into becoming English speakers. Milam's EB student population is 25.45% Limited English Proficient speaking Students, and 5.45 students served under the umbrella of Special Education.

Milam is a Title 1 school with currently 76% of the student body considered socio economically disadvantaged. This percentage continues to decrease with the introduction of the Dual Language program that is impacting the socioeconomic makeup of a former neighborhood school.

During the pandemic of 2020, the school served its members initially face to face and later MOA(Midland Online Academy), providing chrome books/hot spots for students within our school. Over the past 2 years, the overall perception of parents of our campus has increased to 85% from 64% the prior year. Milam has a low level of student discipline with 31 referrals documented in 2020-21.

As for Teaching and Professional Staff: Milam has 2 Administrators, 1 librarian, 1 reading interventionist, 14 General Education Teachers, 11 Total bilingual Teachers, 4 Paraprofessionals, and 3 Custodial Staff Members, with 15 Total Cafeteria or Child Nutrition Servers. Overall satisfaction with Milam school quality in stakeholder groups is based on the 19-20 and 2020-21 K12 staff survey data.



The chart above summarizes attendance trends for Milam Elementary. Attendance last year was calculated at 92.73% below the expected district goal of 94%.

Demographics Strengths

- Milam is an ethnic and culturally diverse campus.
- Milam hosts monolingual, dual language and ESL programs.
- Students attend WIN time to address learning gaps.
- The student to teacher ratio ranges from 15-20 students per teacher.
- Title I funds have enabled the campus to hire a part-time Reading Interventionist as well as teacher assistant for classroom support. Funds are utilized in adding support within the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates have decreased compared to prior years. In 2020-21 attendance was at 92.73%. **Root Cause:** Attendance has been affected by the pandemic and parents keeping their students at home for extended periods of time. Not all students utilized the MOA(Midland Online Academy) option to its potential resulting in learning gaps.

Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Milam houses three different instructional programs with different needs.

Student Achievement

Student Achievement Summary

Milam's accountability rating for 2021 was equivalent to an F according to the state accountability conversion tool. In 2019, It had been rated D but an F in student growth. For this reason, Milam has been requested to put a TIP in place to address this issue.

Reading results in K-2 are listed in the table below:

Assessment				# Students Enrolled in Grade Level							# Students Tested							# Students Who Met Standard						
Assessment Name	Date Administered	Subject Area	Grade Level	Total	ED	African American	Hispanic	White	LEP	SPED	Total	ED	African American	Hispanic	White	LEP	SPED	Total	ED	African American	Hispanic	White	LEP	SP
Imagine Math Spanish		Math	K	55	49	4	49	2	21	0	54	49	3	49	2	21	0	40	36	3	37	0	16	0
ISIP Espanol		Reading	K	57	51	4	52	2	22	0	57	51	4	52	2	22	0	44	40	2	43	1	20	0
18 Week District Checkpoint (Eng/SPAN)		Math	1	76	48	15	60	3	18	2	76	48	15	60	3	18	2	63	37	11	52	2	18	2
ISIP & ISIP Espanol		Reading	1	76	48	15	60	3	18	2	76	48	15	60	3	18	2	52	35	12	43	0	15	0
18 Week District Checkpoint		Math	2	55	39	11	41	3	4	8	55	39	11	41	3	4	8	32	30	8	23	2	2	6
ISIP		Reading	2	55	39	11	41	3	4	8	55	39	11	41	3	4	8	35	30	8	26	1	3	2

For the past 4 years, historical data revealed that Milam Elementary was not meeting the expected growth in reading and math. The chart below compares student performance from 2019 with the latest STAAR results in 2021. In math, all grades performed at a lower level with a loss of 14% across 3-6 Grade.

STAAR Math (English and Spanish combined)

2020-2021 School Year

2018-2019 School Year

	Elementary Campuses	Total Students	Number Met Approaches	Percent Met	# DID NOT HIT APPROACHES	Elementary Campuses	Total Students	Number Met Approaches	Percent Met	# DID NOT HIT APPROACHES	Difference on % MET APPROACHES 2021 vs 2019
3rd-6th	Milam	280	165	59%	115	Milam	228	167	73%	61	-14%

3rd	Milam	52	31	60%	21	Milam	61	46	75%	15	-15%
4th	Milam	59	39	66%	20	Milam	58	45	78%	13	-12%
5th	Milam	97	59	61%	38	Milam	53	37	70%	16	-9%
6th	Milam	72	36	50%	36	Milam	56	39	70%	17	-20%

SSTAAR Reading (English and Spanish combined)

2020-2021 School Year

2018-2019 School Year

	Elementary Campuses	Total Students	Number Met Approaches	Percent Met Approaches	# DID NOT HIT APPROACHES	Elementary Campuses	Total Students	Number Met Approaches	Percent Met Approaches	# DID NOT HIT APPROACH	Difference on % MET APPROACHES 2021 vs 2019
3rd-6th	Milam	280	151	54%	129	Milam	228	120	53%	108	1%
3rd	Milam	52	31	60%	21	Milam	61	32	52%	29	8%
4th	Milam	59	34	58%	25	Milam	58	33	57%	25	1%
5th	Milam	97	60	62%	37	Milam	53	32	60%	21	2%
6th	Milam	72	26	36%	46	Milam	56	23	41%	33	-5%

Student Achievement Strengths

- Reading results from 2019 to 2021 remained the same with the exception of a 5% decrease in 6th Grade.
- 3rd Grade made a gain of 8% compared to 2019.
- PLC Framework training is being provided campus wide to address teacher needs in content knowledge, planning, establishing goals and differentiation to provide what students need.
- Teachers review their instructional template to fine tune the essential skills that have been identified and the vertical teams track their growth.
- Investment in instructional materials and programs that help teachers provide a more targeted approach in instructional delivery.

School Culture and Climate

School Culture and Climate Summary

It is essential to establish the best possible environment so that our students can achieve optimum success. The staff at Milam Elementary is committed to creating a safe environment that is conducive to learning. At the center of this commitment is the continued implementation of CHAMPS. CHAMPS facilitates the process of establishing clear behavior expectations, and motivating students to put forth their best efforts. This also, helps reduce misbehavior and increases academic engagement. Student safety is our priority. In addition to CHAMPS, the school counselor will implement character awareness program, bullying awareness, drug awareness, and safety programs. Milam staff is dedicated to promoting a culture of universal achievement by establishing the six exceptional systems defined by No Excuses University. Milam is part of the No Excuses University network and as such, it is our belief that every child should be prepared and ready for college if they choose to go. We promote a culture of college awareness.

School Culture and Climate Strengths

A discipline committee was formed to address classroom discipline and support teacher and student interactions. The committee developed a school wide positive behavior support plan with the guidance of behavior specialists. The Leveled Referral system provides teachers a guideline to follow when referring students to the office. This initiative provided teachers the structure to maximize instruction and minimize the amount of time students lost instruction due to removal from class. The discipline committee will be training staff on restorative practices to establish a culture of ownership for students. In addition, all staff is fully trained in bullying and child abuse awareness. The school consistently implements the use of the Raptor System for campus visitors. Safety drills are also conducted frequently as outlined by the district.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Milam teachers participate in a grade level and a vertical alignment team that meet weekly. The majority of teaching staff consists of certified teachers with appropriate certification. Milam teachers attend training on a regular basis in order to grow as a professional, build common understanding on essential standards, and learn about best practices in the classroom. Teachers not highly qualified are working with the district's Human Resource personnel to become highly qualified. To support this goal, we hire teachers in the DOI program and mentor them through certification. When considering Teacher Assistants we assess the probability of them eventually becoming certified teachers and guide them individually to create a plan. As Milam's Dual language program grows one grade per year, the need of recruiting bilingual educators is high. Program sustainability depends on the campus ability to recruit fully certified educators.

Staff Quality, Recruitment, and Retention Strengths

Milam is investing in its faculty by hiring Solution Tree to level the knowledge of high leverage instructional practices that will provide high student performance results. The alignment of practices in the PLC Instructional cycle allow educators opportunities to directly improve teaching and learning. Learning communities also enhance teacher reflection of instructional practices and student outcomes. Learning from others in the PLC allows teachers to reflect on ways to enhance teaching and to adjust professional practice. Another important objective in bringing Solution Tree as a consultant to Milam is to empower teachers. The direct effect is improved status, increased knowledge, and access to decision-making. Collaboration within the PLC removes the stigma of asking for help, maintaining open dialogue between colleagues. The objective is to create a faculty with a feeling of self-efficacy that trust one another to make decisions and that will support every member of the PLC.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Access to qualified and experienced teachers is limited. District schools cannibalize one another and recruit teachers away from the school
Root Cause: Annual graduation rate for teachers at local colleges is below level of need. Inability to access non-traditional sources of specialized teacher (i.e bilingual) from other Spanish speaking countries.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers at Milam Elementary will focus on implementing a quality Tier I instruction by identifying the essential standards to ensure students are well prepared for the next grade level. Teachers will work collaborative when dissecting essential learning standards and creating a systemic approach in the delivery of instruction. Teams will create student learning targets for each of the essential standards of their content. Milam will follow the district's Instructional Process Model, provide periodic planning session during which teacher will unpack the standards in core content areas. During the instructional planning session, teams will create learning targets. Teachers will also work on identifying students on Tier 2 and 3 levels; they will follow up this identification of struggling learners with interventions documented through the RTI process. Teachers will use both formative and summative assessments to monitor student progress and check for understanding. The staff at Milam will meet regularly to disaggregate data and will follow the PLC school adopted protocols for improving instruction, student engagement and learning, and interventions.

Curriculum, Instruction, and Assessment Strengths

Teachers at Milam are familiar with the PLC framework and philosophy. They utilize the 4 questions as a guide in planning for assessment and instruction. The teams want to ensure all students learn at high levels. The faculty has engaged in a process with Solution Tree to change the current way of addressing teaching and learning. The objective is for all to have a “results orientation,” that is, they must be focused on student results. For this purpose, all teachers work collaboratively toward SMART goals, they gather and analyze student evidence to inform individual and collective practice. Another practice that is being established is the continuous analysis of data to identify specific needs of individual students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students' STAAR performance in all subgroups has not met growth standard. **Root Cause:** Teachers lack training in pedagogical and psychological aspects of teaching and learning making them ineffective. (Knowledge of classroom management: maximizing the quantity of instructional time, maintaining clear direction in lessons. Knowledge of teaching methods: having a command of various teaching methods, knowing when and how to apply each method.)

Parent and Community Engagement

Parent and Community Engagement Summary

Due to the pandemic, Milam has not had the opportunity to engage parents in activities face to face. Milam has a Parent-Teacher Association (PTA). Milam will continue to work with parents to encourage them to participate in the areas where they can be most effective for our campus and students. Milam will host PTA assemblies, parent and student nights, and various other assemblies to keep parents involved. In addition, Milam will host information meetings for recruitment of Dual Language students in PreK and Kinder.

Parent and Community Engagement Strengths

- Teachers send monthly newsletters to keep informed and updated.
- Parent perception of school and teachers is positive and are highly supportive.

School Context and Organization

School Context and Organization Summary

Our goal this year is to increase student progress and minimize performance gaps. Campus administrators will work closely with teacher to set SMART goals based on expected and accelerated progress criteria. We will strive to achieve this goal by setting a target of 10% improvement. Milam staff will deliver a higher quality of data analysis, lesson planning, and instructional delivery. We are implementing a regular schedule of learning new instructional strategies and are encouraging teachers to use these strategies on a daily basis. We have implemented a PLC model at the campus and teachers are expected and encouraged to meet regularly with their teams to plan instruction with a focus on essential learning standards. Teachers will share goals and track progress with students during the school year. Parent conferences will focus on those identified goals.

School Context and Organization Strengths

Teachers are provided support and continued professional growth in using effective learning/instructional strategies, identifying essential standards for students and teachers, unpacking the standards sessions through implementation of the PLC process and use of STAAR, and Lead4Ward resources. Teachers also meet regularly with their team and the administrators to analyze data and use the data to plan instruction, identify student needs and to outline interventions that will be used to meet the needs of the students.

Technology

Technology Summary

eMilam is currently a 1:1 campus and have began the process of upgrading Smartboards to Clever Touches in all classrooms. Other technology resources will be added in common use areas such as cafeteria and library for student and faculty use. Teachers are provided with access to multiple programs purchased by the school to improve their instructional delivery.

Technology Strengths

Every classroom is equipped with teacher computer, smart boards, document camera, and a minimum of 5 student computers. The 3rd-6th grades students have access to individual Chrome books. Milam also shares an instructional coach that provides instructional technology support.

Priority Problem Statements

Problem Statement 1: Access to qualified and experienced teachers is limited. District schools cannibalize one another and recruit teachers away from the school

Root Cause 1: Annual graduation rate for teachers at local colleges is below level of need. Inability to access non-traditional sources of specialized teacher(i.e bilingual) from other spanish speaking countries.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Students' STAAR performance in all subgroups has not met growth standard.

Root Cause 2: Teachers lack training in pedagogical and psychological aspects of teaching and learning making them ineffective. (Knowledge of classroom management: maximizing the quantity of instructional time, maintaining clear direction in lessons. Knowledge of teaching methods: having a command of various teaching methods, knowing when and how to apply each method.)

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Improve Pre-Kindergarten-2nd Grade literacy skills to ensure all students are reading on or above grade level by end of second grade.

Performance Objective 1: By implementing the adopted curriculum along with strategies and initiatives to strengthen the instructional core, 85% of BMIA's PK-2nd will meet or exceed the standard on campus, district and state assessments in reading.

Evaluation Data Sources: MAP
Imagine Literacy
Circle
Teacher assessments-running records

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will participate in professional development on proven strategies for teaching reading. Research based strategies will be used to improve instruction. Subs will be hired to allow teachers to meet in their grade level or vertical team. All teachers will refine the use and knowledge of the instructional template which addresses the essential TEKS.</p> <p>Strategy's Expected Result/Impact: By June 2021, student achievement in reading as measured by curriculum assessment, running records, Imagine Literacy and MAP data will show an increase in performance.</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Improve Pre-Kindergarten-2nd Grade literacy skills to ensure all students are reading on or above grade level by end of second grade.

Performance Objective 2: Teachers will use teacher developed assessments to identify and group students based on their needs; addressing academic gaps and growths.

Targeted or ESF High Priority

Evaluation Data Sources: Campus assessment data
 NWEA MAP
 Imagine Literacy
 Imagine Math
 Lexia Core 5
 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared for TIER 1 instruction resulting in higher student academic achievement.</p> <p>Staff Responsible for Monitoring: Administration, ALL, Instructional Leaders, Department Head and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared for TIER 1 instruction resulting in higher student academic achievement.</p> <p>Staff Responsible for Monitoring: Administration, ALL, Instructional Leaders, Department Head and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted interventions planned during common planning period and after school PLC's to identify specific SE's to be reinforced during intervention time, target tutoring, or enrichment time.</p> <p>Strategy's Expected Result/Impact: Increased student learning outcomes by focusing on targeted SEs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional best practices, classroom management and improved learning atmosphere.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All teachers will participate in professional development on proven strategies for teaching reading. Research based strategies will be used to improve instruction. Subs will be hired to allow teachers to meet in their grade level or vertical team. All teachers will refine the use and knowledge of the instructional template which addresses the essential TEKS.</p> <p>Strategy's Expected Result/Impact: By June 2021, student achievement in reading as measured by STAAR, running records, Imagine Literacy and MAP data will show an increase in performance.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 2: Increase the performance of all third through fifth-grade students scoring at the meets or masters level on STAAR Reading. BMIA Reading Goals: Approaches 65%, Meets 40% and Masters 18%.

Performance Objective 1: Increase Reading and Writing scores for all students, Reading/Writing Approaches, Meets, Masters average from 51% to 55%, as measured by STAAR by the end of 2021-2022.





Evaluation Data Sources: NWEA MAP

Running Records

Imagine Literacy

Unit Tests

Teacher Created Formative Assessment





Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted interventions planned during common planning period and after school PLC's to identify specific SE's to be reinforced during intervention time, target tutoring, or enrichment time.</p> <p>Strategy's Expected Result/Impact: Increased student learning outcomes by focusing on targeted SEs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional best practices, classroom management and improved learning atmosphere.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will participate in professional development on proven strategies for teaching reading. Research based strategies will be used to improve instruction. Subs will be hired to allow teachers to meet in their grade level or vertical team. All teachers will refine the use and knowledge of the instructional template which addresses the essential TEKS.</p> <p>Strategy's Expected Result/Impact: By June 2021, student achievement in reading as measured by curriculum assessment, running records, Imagine Literacy and MAP data will show an increase in performance.</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: Increase the performance of all third through sixth-grade students scoring at the meets or masters level on STAAR Math.: Approaches 70% Meets 45% and Masters 22%.

Performance Objective 1: Campus wide targeted intervention time for students based on assessment data .

Evaluation Data Sources: NWEA MAP
 Imagine Math/Math Facts
 Unit Tests
 Teacher Created Formative Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted interventions planned during common planning period and after school PLC's to identify specific SE's to be reinforced during intervention time, target tutoring, or enrichment time.</p> <p>Strategy's Expected Result/Impact: Increased student learning outcomes by focusing on targeted SEs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional best practices, classroom management and improved learning atmosphere.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will participate in professional development on proven strategies for teaching reading. Research based strategies will be used to improve instruction. Subs will be hired to allow teachers to meet in their grade level or vertical team. All teachers will refine the use and knowledge of the instructional template which addresses the essential TEKS.</p> <p>Strategy's Expected Result/Impact: By June 2021, student achievement in reading as measured by curriculum assessment, running records, Imagine Literacy and MAP data will show an increase in performance.</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional best practices, classroom management and improved learning atmosphere.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Milam Elementary

Total SCE Funds: \$159,000.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

Milam Elementary use of the Title I budget is to provide additional support to teachers. Teacher Assistants cover classes for their classroom teachers in order for the Instructional Leaders to provide coaching to other content area teachers.

Personnel for Milam Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anilu Ortiz	Teacher Assistant-Kinder Dual	1
Kathlyn Navarrette	Teacher Assistant-Support Math and ELAR	1
Kelley Richardson	Reading Interventionist	0.5

Addendums