

Midland Independent School District

Milam Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Ben Milam Elementary will work collaboratively with the right mindset to create an environment of excellence that ensures ALL students reach their full potential.

Vision

Ben Milam Elementary School will hold ALL students to high expectations to ensure progress and close performance gaps, by creating student-centered goals that challenge student and teach perseverance to defy expectations despite adversity.

Value Statement

Every Student

Every Day

Achieving Goals in Every Way!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Milam Elementary is a neighborhood school serving approximately 440 students from PK through 6th. The student demographic distribution of Milam Elementary is approximately as follows: 70% Hispanic, 20% African American, 7% White, 2% Multi-racial. The percentage of Economically Disadvantage students at Milam is 78%, the At Risk Rate rate is 62%, the ELL rate is 8% with a mobility rate of 21%. Organizational Environment: The classroom teachers at Milam Elementary are overwhelmingly female. Of these staff members, 13% are African American, 48% are Hispanic, and 39% are White. The campus has multiple resources including a computer lab with 28 student computers, science materials, guided reading library for teachers to use for instruction/intervention. Each classroom has a Smart-board with projector, document camera, teacher iPad, and at least 5 classroom computers. In addition to this, each 3rd-5th grade student is eligible for a Chromebook to be used at home and school.

Demographics Strengths

- 87% of the Milam staff has previous experience in teaching.
- The student to teacher ratio is around 17-21 students per teacher. The low class numbers enable the teachers to differentiate instructional practices to accommodate to the needs of the individual students.
- The use of common scope and sequence for the district minimizes the learning gaps for students traveling from one campus to another.
- Content team members (teacher, specialist and campus administrators) identified essential skills for reading and math K-6th. Teams developed a year at a glance with identified essential skills. Teachers meet regularly to ensure the scope & sequence and YAGs are aligned and drive Tier I instruction.
- Title I funds have enabled the campus to hire a part-time Reading and Math specialists to work with students and teachers to close identified gaps and provide instructional support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Less than 80% of students are meeting expectations on state standards, based on STAAR assessment results. **Root Cause:** Prior to Spring 2016, K-6 grade teachers lacked the ability to analyze and prioritize the essential knowledge and skills for reading and math, that build a solid foundation in Tier 1 instruction. The campus culture and structures did not efficiently lend themselves to teacher collaboration, job-embedded teacher support, or data-informed targeted support for all learners

Student Achievement

Student Achievement Summary

For the past 4 years, historical data revealed that Milam Elementary was not meeting the expected growth in reading and math. In particular, data revealed that students in our AA sub pop group, consistently score lower in all areas. Students with inconsistent schooling (opportunity for learning, attendance, mobile students) typically perform lower. Teachers will need to provide differentiated instruction with more rigor and complexity, to ensure more students make adequate progress and achieve the highest possible ranking. Most recent data, 2018 shows that Milam needs to provide instruction with higher rigor to facilitate more students to reach the masters level in all content areas. Reading Proficiency Levels will also be addressed, particularly in the primary grades and a balanced literacy approach will be maintained in the classrooms on a consistent basis. As needed, intervention will be provided through the use of LLI, iStation and small reading groups to ensure students make significant gains in their reading level. Student achievement will be monitored and assessed through the use of frequent common formative assessments and unit assessments/benchmarks that will provide data that is needed to drive instruction.

Student Achievement Strengths

- In grades 3rd-6th, the campus has established specialized content teams to vertically address teacher knowledge and quality.
- Professional Learning Communities are established to create job embedded support and facilitate common understanding of essential standards among all grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 60% of students reading proficiency levels are at the proficient level based on grade level standards. **Root Cause:** Teachers lack the capacity to address specific abilities and create individualize plans to facilitate reading levels.

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. This school year, Milam staff is dedicated to promoting a culture of universal achievement by establishing the six exceptional systems defined by No Excuses University. A No Excuses University task force has been created to identify best practices, promote college awareness and

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

100% of Milam teachers actively participate in a grade level PLC. 87% of Milam teachers are highly qualified, according to the standards set forth by NCLB. 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.

Staff Quality, Recruitment, and Retention Strengths

Milam hired two part-time specialists to work with Reading & Math teachers every six weeks to align the curriculum, instruction and assessment while using a balanced literacy approach. Teachers plan together in grade level meetings on a regular basis and the campus is committed to becoming a community of leaders by regularly meeting in PLC groups. The administrators on campus are highly visible and are able to meet with teachers on a regular basis to provide support. New teachers are provided with a mentor in order to provide them with proper training, support and guidance.

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. 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 and STAT 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 Lead4ward format for improving instruction, student engagement and learning, and interventions.

Curriculum, Instruction, and Assessment Strengths

Teams are committed and engaged in deep reflection in order to learn and improve their instructional delivery, the depth of their lesson planning, new instructional strategies, and a better ability to analyze data. Teachers regularly plan together as a collaborative unit with the focus on adult learning. The Milam team members have established collective responsibility across the campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Milam has an active 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 All Pro Dad's events to create a positive support system between home and school.

Parent and Community Engagement Strengths

- Teachers send monthly newsletters to keep informed and updated.
- Newsletters will identify essential standards for each unit and identify strategies for parents to assist students at home.
- Community members work with At-Risk students in small groups during lunch.

School Context and Organization

School Context and Organization Summary

Our goal this year is to increase student progress and minimize performance gaps. 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. Students will set goals and track progress 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 STAAR4Ward 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

Students and teachers at Milam Elementary have access to smart boards, document cameras, and new security features in every classroom. Our 3rd-6th grade classes have mobile carts for each student. Teachers will continue to receive training and support to effectively utilize, instruct, and facilitate student learning through the use of technology resources.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

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: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 75% by the end of school year 2018-2019

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation will increase from 55% to 70% by the end of school year 2019 as indicated below:

Evaluation Data Source(s) 1: iStation monthly reports, anecdotal notes from guided reading, performance objectives aligned to iStation goals.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) K-2nd grade teams will meet regularly to analyze iStation data and plan effective small group instruction. | Teachers, Campus administrators, Reading Specialist | Improve student's reading proficiency skills. |  | | | |
| 2) 100% of students will receive diagnostic and individualized instruction based on iStation results on a weekly basis. | Teachers, Campus administrators, Reading Specialist | Improve student's progress by increasing the number of students on Tier 1. |  | | | |
| 3) 100% of students will complete the appropriate minutes on iStation . | Teachers, Campus administrators, Reading Specialist | Students will improve reading skills by completing practices on struggling skills. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 75% by the end of school year 2018-2019

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas and Pinnell (F&P) will increase from 55% to 75% by the end of school year as indicated below:

Evaluation Data Source(s) 2: Fountas & Pinnell benchmark, anecdotal notes, running records

Summative Evaluation 2:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Milam K-2nd grade teachers will meet regularly in PLCs with district consultants to gain knowledge on essential skills for reading proficiency skills. Teams will plan effective guided reading lessons with an emphasis on best practices and create meaningful stations that embed reading proficiency skills. They will develop formative assessments, analyze data, and create individualized lessons for re-teach and enrichment. | Campus administrators | Build teacher capacity by developing understanding on reading proficiency skills. | | | | |
| 2) K-2nd grade Milam teams will meet regularly to analyze reading proficiency data to determine student progress and shared intervention groups. | Campus administrators, instructional specialist, grade-level teachers. | Improve students reading ability and increase students reading on grade-level. | | | | |
| 3) 100% of K-2nd grade students will receive individualized instruction during guided reading instruction. | Campus administrators, instructional specialist, grade-level teacher. | Reduce the number of students reading below grade-level. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 60% to 75% by the end of school year 2018-2019

Performance Objective 3: 80% of K-2 students will be at or above benchmark on the Texas Early Mathematics Inventory by the end of the school year.

Evaluation Data Source(s) 3: TEMI

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) K-2nd grade teams will identify and vertically align essential math standards. Teams will create common lessons utilizing the Lead4Ward planning template. | Campus administrators, grade-level teachers | Students will increase knowledge of numeracy skills. |  | | | |
| 2) K-2nd grade team will regularly analyze student data to plan for intervention and enrichment. | Campus administrators, grade-level teachers, instructional specialist | Student progress and academic achievement. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 54% to 65% by the end of school year 2019.

Performance Objective 1: The percentage of students in grades 3-6 on track to Meet Standard on both reading and math district checkpoints will increase from 54% to 65% by the end of school year 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Campus Leadership team will dissect campus data to identify trends and formulate plan of improvement. | Campus administrators, leadership team, instructional specialist | Academic achievement in reading and math. Student progress. | | | | |
| 2) 100% of Milam students will receive research-based instruction in the core content areas. Teachers will meet weekly in PLCs to plan effective Tier 1 instruction. Curriculum Management Plan, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning . | Campus administrators, 3rd-6th teachers, instructional specialist | Academic achievement in reading and math. Student progress. | | | | |
| 3) All 3rd-6th grade students will receive individualized and diagnostic instruction to intervene or enrich essential standard skills during W.I.N. (What I Need) time, after school and/or Saturday school. | Campus administrators, teachers, instructional specialists. | Student academic achievement and student progress. | | | | |
| Funding Sources: Grants - 12500.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 54% to 65% by the end of school year 2019.

Performance Objective 2: The percentage of economically disadvantaged students in grades 3-6 on track to meet standard on both reading and math district checkpoints will increase 10% by the end of school year 2019.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) All Eco Dis students not performing on or above grade level will receive research based individualized intervention in small groups for reading and math during W.I.N. (What I Need) time. | Campus administrators, Instructional Specialists, grade level teachers. | Improve Eco Dis students academic achievement by 10%. | | | | |
| 2) Grade level teachers will create common formative assessments with an emphasis on essential standards. All data will be desegregated to identify strengths and weaknesses for 100% of Eco Dis students. Teachers will meet in PLCs with instructional specialists and campus administrators to formulate intervention plans. | Campus administrators, Instructional Specialists, grade level teachers. | Improve Eco Dis student progress and close performance gaps. | | | | |
| 3) Students will monitor individual goals and progress utilizing a tracking sheet. | Campus administrators and grade-level teachers. | Student motivation | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: The percentage of students in grades 3-6 who meet standard on both reading and math STAAR will increase from 54% to 65% by the end of school year 2019.

Performance Objective 3: The percentage of students in grades 3-6 on track to meet Masters level on both math and reading will increase from 10% by the end of school year 2019.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Grade-level teachers will plan individualize support during small group instruction. | Campus administrators, grade-level teachers, instructional specialists | Student achievement to meet master level | | | | |
| 2) PLC teams (grade-level teachers, campus administrators, instructional specialists) will meet regularly to analyze individual students data on CFAs and district assessments with a focus on essential standards. | Campus administrators, grade-level teachers, instructional specialists. | Student achievement to meet Masters level. | | | | |
| 3) Hire a math and reading specialist to provide individualized support to students on track to meet Masters and Meets level on both math and reading. | | | | | | |
| Funding Sources: 211 Title 1 - 60000.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 1: 100% of Milam Collaborative Teams will meet weekly during structured collaborative time and utilize the MISD instructional process to plan around essential standards.

Evaluation Data Source(s) 1: Collaborative team meeting agendas and minutes, SMART Goals, norms, Solution Tree surveys, priority knowledge and skills, root cause analysis statements, lesson plans, Instructional Focus Visits and MISD PLC Rubric.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Master schedule created to establish weekly collaborative meetings. | Campus administrators | For teams to meet regularly. | | | | |
| 2) Teams will establish norms, roles & responsibilities, and agendas that focus on the 4 four guiding questions of PLC. | Campus administrators | For teams to have intentional and focused PLC sessions. | | | | |
| 3) Campus leadership team will meet with Solution Tree consultant to refine the PLC process, analyze campus trends, and monitor collaborative teams. | Campus administrators. | Teams will have purposeful collaboration that will impact student achievement. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 2: By providing ongoing professional development and a variety of instructional strategies in Reading and Math, the overall achievement for all students will show growth and targeted populations will increase 5-10% on STAAR assessment in 2019.

Evaluation Data Source(s) 2: IFV, district assessments, and STAAR scores

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Content team will work collaborative to understand student essential standards, identify best practices, and plan common formative assessments to increase academic achievement. | Campus administrators and instructional specialists. | Job-embedded support for all teachers. Develop understanding of essential standards. | | | | |
| 2) Campus Leadership will meet periodically to learn STAAR4Ward strategies and work collaboratively with Milam staff to share research-based instructional practices. | Campus administrators and campus leadership team | Professional growth for all staff. | | | | |
| 3) 100% of Milam's staff will be provided with opportunities to enhance their knowledge and skills that will impact student success through the professional learning community process. Campus C.I.A.s (curriculum, instruction and assessment) will be established before every unit in Reading and Math in which teacher will align essential content for the success of students. Consultant will be contracted to work with teachers in collaborative groups to plan effective lessons that will increase student progress in reading. | Campus administrators, instructional specialists | 100% of Milam's staff will be provided with opportunities to enhance their knowledge and skills that will impact student success through the professional learning community process. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 3: The attendance rate will increase by 2% over the prior year rate or maintain above 97%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Campus will create an Attendance Committee to analyze campus trends, set goals and monitor attendance frequently | Attendance Committee members | Improve attendance rate | | | | |
| 2) Milam staff will conduct home visits when truancy is repetitive and a high risk attendance issue. | Attendance Committee members | Improve student attendance rates and develop parent understanding regarding the impact of attendance. | | | | |
| 3) Award and recognition will be provided to students and classrooms that have high attendance rates. Parents will be recognized at assemblies. | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 4: 100% of Milam instructional staff will be trained in the district adopted CHAMPS protocol to establish environments that are conducive to learning.

Evaluation Data Source(s) 4: Professional development CHAMPS sign-in sheet, certificate of completion, and training agendas.

Summative Evaluation 4:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) All instructional staff will participate in CHAMPS training. Teachers will establish STOIC and CHAMPS process to maximize instructional time. | Campus administrators, Campus discipline team | Establish safe environments that are conducive to learning. |  | | | |
| 2) Campus administrators and counselor will have frequent check-ins with students that are on Behavior Intervention Plan. | Campus administrators and counselor | Develop student character, teach expectations and accountability for behaviors. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 3: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met.

Performance Objective 5: Milam Elementary staff will communicate weekly with parents.

Evaluation Data Source(s) 5: Newsletters, Blackboard documentation, social media sites, communication logs, student planner.

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Blackboard calls to notify parents of weekly events. | Campus administrators, leadership team. | Parent and community surveys will indicate that they are aware of important events and school information is delivered in a timely and effective manner. |  | | | |
| 2) Teachers will periodically send newsletters to include the upcoming instructional focus for each content area, classroom events, and tips to help their child at school. | Campus administration and teachers | Students and families will be informed of instructional focus, events, and ways to ensure academic success. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

2018-2019 Campus Site-Based Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|---------------------|
| Administrator | Iliana Bermea | Principal |
| Administrator | Lori Wood | Assistant Principal |
| Classroom Teacher | Katherine Robles | PreK |
| Classroom Teacher | Beatriz Camacho | Kinder |
| Classroom Teacher | Amanda Martin | First Grade |
| Classroom Teacher | Carolyn Nelson | Second Grade |
| Classroom Teacher | Alejandra Galindo | Third Grade |
| Classroom Teacher | Zulema Olivas | Fourth Grade |
| Classroom Teacher | Jessica Johnson | 6th Grade |
| Classroom Teacher | Joely Trujillo | 5th Grade |
| Non-classroom Professional | Suzanne Gerstner | Counselor |

Campus Funding Summary

| 211 Title 1 | | | | | |
|--------------------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 3 | 3 | | | \$60,000.00 |
| Sub-Total | | | | | \$60,000.00 |
| Grants | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 3 | | | \$12,500.00 |
| Sub-Total | | | | | \$12,500.00 |
| Grand Total | | | | | \$72,500.00 |