

Wichita Falls Independent School District

Milam Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of Wichita Falls Independent School District's mission is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

The Mission of Ben Milam Elementary is to foster a safe, caring, and team-driven environment that impacts the lives of every student, every day by providing education that promotes student success and the desire for students to positively change the world around them.

Vision

The Vision of Ben Milam Elementary is everyone learns everyday.

Value Statement

ROAR

Relationships

Opportunities

Achievements

Responsibilities

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

- Female: 46.67%
- Male 53.33%

Ethnicity

- Hispanic-Latino: 33.78

Race

- Asian 1.3%
- Black - African American 10%
- White 46.2%
- Two-or-More 6.67%

Student by Program/Group:

Free and Reduced Lunch Participation 63%

Gifted and Talented 3%

Special Education (SPED) 17%

Economically Disadvantaged 66%

Limited English Proficient (LEP) 3.33%

Section 504 6%

At-Risk 45%

Military 8%

Demographics Strengths

- Diversified student body ranging from affluent families, middle class and students living in lower income housing.
- High level of PTO involvement.
- Activities are planned to build relationships with families in our different populations.
- Consistency in the administration team (principal, AP, counselor) will be helpful in keeping coherency in programs currently in place, as well as, provide the opportunity for growth moving forward.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 35% of our students are living in non-traditional families

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CLI assessments, TxKEA, Unit Assessments, MAP data, Waterford, Education Galaxy, and additional summative assessment and a variety of formative assessments, and STAAR. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the ARD, LPAC, 504, MTSS and SST processes.

TXKEA Kinder

Percentage of students on track in each area is listed for EOY data:

Vocabulary: 79%

Letter Names: 78%

Spelling: 65%

Letter Sounds: 68%

Blending: 53%

Decoding: 60%

Comprehension: 65%

We were below the district in the following areas:

Letter Names-1%

Blending-2%

Comprehension-5%

STAAR Scores 2022

3rd M: 66.1% Approaches, 42.3% Meets, 18.6% Masters

3rd R: 74.58% Approaches, 45.76% Meets, 32.2% Masters

4th M: 60.81% Approaches, 31.08% Meets, 12.16% Masters

4th R: 64.86% Approaches, 37.84% Meets, 13.51% Masters

5th M: 72.13% Approaches, 42.62% Meets, 19.67% Masters

5th R: 78.69% Approaches, 54.1% Meets, 31.15% Masters

5th S: 70.49% Approaches, 34.43% Meets, 11.48% Masters

MAP GROWTH data

Percent met projection for EOY

Goal ≥ 50

Kinder Math: 78%

1st Reading: 67% Math: 82%

2nd Reading: 11% Math: 6%

3rd Reading: 88% Math: 97%

4th Reading: 50% Math: 4%

5th Reading 63% Math: 77%

Unit Assessment Patterns

Grade	Reading	Math
1st	N/A	Performing overall in the top half when comparing to their peers.
2nd	N/A	Performing lower overall than their peers when comparing district unit tests.
3rd	Performing in the top half when compared to their peers.	Performing in the top 5 compared to their peers.
4th	Performing middle to low when compared to their peers.	Performing mid range compared to their peers.
5th	Performing mid to low when compared to their peers.	Performing lower overall compared to their peers.

(Use Projected Proficiency Summary in NWEA)

Grade	MAP BOY Math	MAP BOY Reading	MAP MOY Math	MAP MOY Reading	MAP EOY Math	MAP EOY Reading
2	App: 37.4%	App: 35.2%	App: 33.3%	App: 34.7%	App: 32.9%	App: 32%
	Meets: 13.9%	Meets: 12.7%	Meets: 14.7%	Meets: 9.3%	Meets: 10.5%	Meets: 8%
	Masters: 2.8%	Masters: 7%	Masters: 1.3%	Masters: 5.3%	Masters: 1.3%	Masters: 10.7%
3	App: 33.3%	App: 28.3%	App: 31.1%	App: 34.4%	App: 21.7%	App: 25%
	Meets: 15%	Meets: 21.7%	Meets: 26.2%	Meets: 24.6%	Meets: 33.3%	Meets: 25%
	Masters: 6.7%	Masters: 16.7%	Masters: 6.6%	Masters: 13.1%	Masters: 13.3%	Masters: 23.3%
4	App: 39.4%	App: 30.3%	App: 43.1%	App: 31.9%	App: 37%	App: 18.1%
	Meets: 18.2%	Meets: 24.2%	Meets: 16.7%	Meets: 11.1%	Meets: 19.2%	Meets: 20.8%
	Masters: 10.6%	Masters: 6.1%	Masters: 4.2%	Masters: 13.9%	Masters: 5.5%	Masters: 18.1%
5	App: 45%	App: 23.3%	App: 47.5%	App: 32.8%	App: 45.2%	App: 30.6%
	Meets: 11.7%	Meets: 26.7%	Meets: 18%	Meets: 21.3%	Meets: 22.6%	Meets: 21%
	Masters: 11.7%	Masters: 16.7%	Masters: 9.8%	Masters: 23%	Masters: 9.7%	Masters: 22.6%

Students in the following categories and student groups did not meet targets in the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.

STAAR Academic Achievement: White: Math and Reading

STAAR Academic Achievement: Hispanic, Eco Dis.: Math

STAAR Growth: White: Math

STAAR Student Success: White, two or more races, eco dis.

Student Learning Strengths

MAP EOY DATA

Out of 11 growth norms for MAP EOY, Milam met 8.

2nd grade Math, 4th grade Math, and 2nd grade Reading did not.

Milam did not beat the district in Approaches, Meets and Masters for 4th reading, 4th math Approaches, Meets, Masters, and 5th math meets and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2nd grade MAP Data reflects little growth. 28% of students met their MAP Math Growth Projection. 32% of students met their MAP Math Growth Projection. **Root Cause:** Extreme behaviors High special education population COVID gaps Mobility of students

School Processes & Programs

School Processes & Programs Summary

In 2022, Milam will have 7 new teachers; 2 of those are brand new teachers.

Support systems, such as common grade level planning, PLC time, adequate classroom resources and supplies, and a common learning framework will be in place. WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement with the use of effective strategies and classroom supports.

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Teachers implement Balanced Literacy and Guided Math as part of the district initiatives and resources are needed to implement these systems effectively. All staff has been trained in Seidlitz, Capturing Kids Hearts. New teachers attend the New Teacher Academy.

Kindergarten through 5th grade now have 1:1 chromebooks as well as Mimio's, document cameras, chromebook carts, headphones, etc.

Balanced literacy, guided math, and other instructional strategies and supports will be used with fidelity.

Monthly safety drills and logs are maintained. Doors are secure and all visitors to campus have to sign in with front office staff and are printed a name badge.

Milam has many activities for students to participate in including clubs, UIL, and choir. We have campus expectations, Common Milam Manners, hold class meetings and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.

All teachers new to Milam are also provided professional learning opportunities through campus professional learning communities and opportunities to observe teachers on other campuses.

Training is provided throughout the year to support all teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention. We have an independent intervention period built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students. Milam strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

Discipline referrals increased during the 2021-2022 school year compared to 2020-2021.

Milam retained a higher number of teachers than in past years and hired for new positions early.

The data desegregation procedures implemented this year have improved student growth and helped teachers better plan for student interventions.

School Processes & Programs Strengths

- Process for recruiting and retaining high quality staff
- Include teachers and other staff in decision making
- Improving student academic achievement

- Special programs meet the needs of students
- Plan for the integration of technology
- Maximize instructional time
- Plan for school safety
- Celebrations and affirmations
- PLC time built into the day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 20% of students lost instruction time due to discipline referrals. **Root Cause:** Lack of consistent structure and implementation of preventative measures for behavior management 271 total discipline referrals for 2021-2022 which is an increase of 54 from the previous year

Perceptions

Perceptions Summary

Milam is a safe, kind, welcoming school. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Milam believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe. We invite community members to come and see what we are about. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn.

Perceptions Strengths

- - We are using Capturing Kids Hearts and Conscious Discipline to reduce the threat of bullying. We use social contracts and have high behavioral expectations to improve behavior and build relationships with students.
 - 4th grade students go to DARE, students participate in weekly character education lessons
 - Students are motivated with celebrations and affirmations. Many students can also earn parties, Fun Friday and other incentives for positive behavior.
 - Students can be placed in behavior tiers for additional support. Some interventions can include check in with another trusted school personnel. Restorative Practice specialists meet with students several times a week to monitor progress and provide additional support.
 - Students have PALS from high school and Read 2 Learn Mentors.
 - Our counselor has groups and individual students she meets with to provide behavioral and emotional support.
 - Car tags so students are dismissed safely
 - Bathroom passes to prevent more than one student in the bathroom at a time
 - Milam Manners are implemented in common areas
 - PLC meetings weekly
 - Site Based Committee
 - Leadership Team
 - PTO, family nights, CKH newsletters, grade level newsletters, technology sources to communicate with parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff are not unified toward common goal. **Root Cause:** Lack of streamlined communication, lack of structure at the district level

Priority Problem Statements

Problem Statement 1: We are unable to meet the needs of diverse learning groups.

Root Cause 1: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 35% of our students are living in non-traditional families

Problem Statement 1 Areas: Demographics

Problem Statement 3: 2nd grade MAP Data reflects little growth. 28% of students met their MAP Math Growth Projection. 32% of students met their MAP Math Growth Projection.

Root Cause 3: Extreme behaviors High special education population COVID gaps Mobility of students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 20% of students lost instruction time due to discipline referrals.

Root Cause 4: Lack of consistent structure and implementation of preventative measures for behavior management 271 total discipline referrals for 2021-2022 which is an increase of 54 from the previous year

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: Staff are not unified toward common goal.

Root Cause 2: Lack of streamlined communication, lack of structure at the district level





Problem Statement 2 Areas: Perceptions




Goals











Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Retain 85% of staff at the end of the 22-23 school year.

Evaluation Data Sources: New Teacher Academy Attendance
 New Teacher Academy Sign in Sheets
 Mentors
 Table Talk Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each staff member new to Milam will be provided a support from instructional coach and grade level team members. Each brand new teacher will receive support from Region 9.</p> <p>Strategy's Expected Result/Impact: New teachers' planning and teaching skills will improve.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach, Region 9</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Cocah will be employed and utilized to support the growth and development of all teachers.</p> <p>Strategy's Expected Result/Impact: Teachers should be equipped with the necessary resources to accomplish all campus and district initiatives, meeting the needs of all students.</p> <p>Teachers should also be provided appropriate models of high level instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: 2 FTEs - 50% - Title 1 Part A - \$70,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each staff member will be provided at least 2 documented walkthroughs by campus administrators, in addition to TTESS evaluation. (1 each semester)</p> <p>Strategy's Expected Result/Impact: Constructive feedback on classroom instruction provided to support teachers in the areas of classroom management, class culture, and instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will participate in team building during meetings and monthly socials and professional learning community meetings will be provided during the work day for core teaching teams to have the opportunity to collaborate with one another and with additional staff.</p> <p>Strategy's Expected Result/Impact: Staff members should support one another through social contract awareness, collaboration, data dis-aggregation, and instructional strategies on a weekly basis.</p> <p>Staff Responsible for Monitoring: Administration and coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff will be offered staff development opportunities, either on campus, within district, or out of district, throughout the year. *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Instructional practices, District Initiatives, social-emotional learning, CKH, Conscious Discipline, Technology, Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Improvement in content knowledge, planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Administration/ICs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Staff PD, Instructional Rounds - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: High Quality: All staff will be certified and highly qualified. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified Status. Any non qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Higher level of overall instruction, performance in each classroom.</p> <p>Staff Responsible for Monitoring: Principal, HR</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Discipline Management: All staff will complete modules online regarding Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, conflict resolution, prevention, prevention of unwanted physical or verbal aggression, and anti violence techniques. A TBSI team will be assembled and trained in TBSI and Handle With Care. All students will be trained on Internet Safety. Conscious Discipline and CKH strategies will also be implemented.</p> <p>Strategy's Expected Result/Impact: Increased awareness and safety on the campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: READING

By May 2023, 1st grade students will grow at least 17.5 points on MAP EOY Growth.

By May 2023, 2nd grade students will grow at least 16 points on MAP EOY Growth.

Increase the % of 3rd-5th grade students scoring at or above Meets Standard on Reading STAAR from 35% to 45% in May 2022.

The percent of students who met projection on MAP will be $>$ or $=$ 50% for MOY and EOY MAP for 1-5.

All grades will meet growth projections for MAP.

High Priority

Evaluation Data Sources: MAP

Education Galaxy Reports





Unit Assessments








Interim Assessments

STAAR Scores

EOY tests

Running Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement balanced literacy daily, with fidelity, and accountability.</p> <p>Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (MTSS, RtI process, Instructional Coaching, TAG, etc.) into the 22-23 school year.</p> <p>Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills.</p> <p>Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Paper based resources, technology devices and equipment, manipulatives, small group intervention materials, and other resources will be used to meet the needs of students.</p> <p>Kindergarten and 1st grade teachers will utilize strategic reading folders to enhance letter and sound knowledge.</p> <p>Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in literacy components.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach K-2 district curriculum specialist</p> <p>Funding Sources: Small group supplies and materials - whiteboards, paper, games, etc. - Title 1 Part A - 211e11639900121930000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students access to supplemental on-line curriculum resources, including, but not limited to: Education Galaxy, Heggerty, Blast, TPT, Flocabulary, and Kindergarten has access to Waterford.</p> <p>Strategy's Expected Result/Impact: Students will make anticipated progress in all contents.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Education Galaxy - Title 1 Part A - \$4,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers will utilize either classroom displays, student binders, or digital data binders for monitoring student progress.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Bulletin board data walls - Title 1 Part A - \$2,000, Goal Getter Cards - Title 1 Part A - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide cross-curriculum experiences that include exposure to new skills as well as utilizing already learned skills through field trips and guest speakers.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students in the following categories and student groups did not meet targets in the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p> <p>STAAR Academic Achievement: White: Math and Reading STAAR Academic Achievement: Hispanic, Eco Dis.: Math STAAR Growth: White: Math STAAR Student Success: White, two or more races, eco dis.</p> <p>Strategy's Expected Result/Impact: Students in the above categories will hit STAAR targets</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We are unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 35% of our students are living in non-traditional families

Student Learning

Problem Statement 1: 2nd grade MAP Data reflects little growth. 28% of students met their MAP Math Growth Projection. 32% of students met their MAP Math Growth Projection. **Root Cause:** Extreme behaviors High special education population COVID gaps Mobility of students

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: MATH

By May 2023, Kinder students will grow at least 18 points on MAP EOY Growth.

By May 2023, 1st grade students will grow at least 16.5 points on MAP EOY Growth.

By May 2023, 2nd grade students will grow at least 14.5 points on MAP EOY Growth.

The percent of students who met projection on MAP will be > or = 50% for MOY and EOY MAP for K-5.

Increase % of 3rd-5th grade students scoring at or above the Meets Standard level on Math STAAR from 33% to 45% in May 2022.

All grades will meet growth projection for MAP.

High Priority


Evaluation Data Sources: MAP



EOY Tests


Benchmarks



STAAR

Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement guided math with fidelity and accountability.</p> <p>Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach Region 9</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and tutors will create and maintain individual student binders, digital data binders, tracking sheets or other ways to track progress and set goals for improvement in K-5.</p> <p>Strategy's Expected Result/Impact: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. *SCE funds will be used to provide subs and upgrade and enhance school wide instructional programs and data tracking. Hire effective, reliable tutors in math and reading beginning in the first semester and continuing in the second. Hire substitutes to cover classes while teachers pull tutoring groups in reading, writing, science, and math if needed Provide after school tutoring Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Tutors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use TEKS Resource System -Instructional Focus Document and district curriculum calendars to plan lessons aligned with district's scope and sequence. ** Title /SCE funds will be utilized to provide supplemental resources and opportunities for children to acquire the Texas Essential Knowledge and Skills.</p> <p>Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts. SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (MTSS, RtI process, Instructional Coaching, TAG, etc.) into the 2022-2023 school year.</p> <p>Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills.</p> <p>Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Paper based resources, technology devices and equipment, manipulatives, small group intervention materials, and other resources will be used to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in numeracy components.</p> <p>Staff Responsible for Monitoring: Administration Teachers Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
	<div data-bbox="1633 207 1738 311" style="text-align: center;">  <p>50%</p> </div>		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Connect high school to career and college.

Performance Objective 1: Offer at least 2 ways in which students are given the opportunity to explore interests, post-secondary awareness, and/or college and career activities.








- Evaluation Data Sources:** Field Trip forms
 UIL and club sign in sheets
 Flyers
 Agendas
 Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Make students aware of post-secondary opportunities through: guest speakers (author), counselor lessons that integrate career and college choices, 5th grade scheduling with middle school.</p> <p>Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Aid with transition of students to other grade levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide exposure to new skills and potential areas of interest through field trips, after school clubs, Student Council and UIL.</p> <p>Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p>Staff Responsible for Monitoring: Sponsors, Administration, grade levels</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide exposure to new skills and potential areas of interest in the areas of STEAM and Literacy with a parent involvement event</p> <p>Strategy's Expected Result/Impact: Increase student exposure to new skills and areas related to STEAM.</p> <p>Staff Responsible for Monitoring: Counselor, Principals, Teachers</p> <p>Funding Sources: Literacy/Steam Event - Title 1 Part A - \$1,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase overall campus attendance rate to 95% or higher for the 2022-2023 school year.



Evaluation Data Sources: Attendance Reports


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will identify and monitor students with chronic attendance issues and utilize campus and district resources and personnel to improve attendance. We will refer students to truancy court and offer make-up school. We will attempt to address social, emotional, and academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will utilize our EZ Volunteer system to track minutes of students for late arrival and early departure. We will follow-up with the parents of those students who are chronically arriving late and/or being picked up early.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will utilize the CKH and Conscious Discipline model to deepen relationships with students. Students will have ownership in classroom expectations and throughout our building and will provide a parent engagement night to correlate to our campus CKH and Conscious Discipline model for manners, handshakes, and creating connections with families.</p> <p>Strategy's Expected Result/Impact: Students will feel valued, respected, and loved, thus promoting positive attendance.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Parent Engagement Night - Title 1 Part A - \$1,313</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: We will have less than 240 discipline referrals for 2022-2023

Evaluation Data Sources: Skyward Discipline Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement Capturing Kids Hearts and Conscious Discipline on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts in every classroom, to set high levels of behavioral expectations for all students.</p> <p>Strategy's Expected Result/Impact: Increased positive teacher/student meaningful relationships</p> <p>Reduced discipline referrals</p> <p>Staff Responsible for Monitoring: Administration All teachers</p> <p>Funding Sources: Capturing Kids Hearts Training - all staff - Title 1 Part A, Parent Involvement Event CKH - Title 1 Part A - 211e61639900121930215, Parent Involvement Event CKH - Title 1 Part A - 211e61649900121930215</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and related services.</p> <p>4th graders will go through DARE</p> <p>Students participate in fitness gram assessment</p> <p>Strategy's Expected Result/Impact: Increased support for individual students who may be experiencing difficult or extreme living situations</p> <p>Educate students on proper hygiene, healthy eating, and good life habits</p> <p>Asses physical abilities in PE</p> <p>Staff Responsible for Monitoring: Administration Counselor PE teacher DARE officers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be motivated with celebrations and affirmations programs through classroom level recognition and campus level recognition to increase student test scores.</p> <p>Celebrations Affirmations Class Parties Fun Fridays Classroom Motivators/Incentives</p> <p>Strategy's Expected Result/Impact: Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, safe, and ready to learn.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify














Discontinue

Goal 4: Improve low performing schools.

Performance Objective 3: Provide at minimum 3 opportunities for parent involvement activities by the end of the year.

Evaluation Data Sources: Agendas
Sign-In Sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host a STEAM (Science, Technology, Engineering, Arts, and Mathematics) and/or Literacy Event for parents and students to participate in cross curricular activities.</p> <p>Strategy's Expected Result/Impact: Parent engagement in reading, writing and /or science and math activities. Increased scores on STAAR test in Science and Math. Make more parents aware of how to help their children. Get more parents involved in the education of their children.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Parent involvement supplies - Title 1 Part A - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host a Social Connections Night for parents and students to participate in activities that align with creating meaningful connections using CKH and Conscious Discipline strategies and play.</p> <p>Strategy's Expected Result/Impact: Parents will become aware of ways to connect with students and make parents more aware of ways to help their child socially and emotionally.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Parents will become aware of various aspects of literature, including genres and key concepts.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 35% of our students are living in non-traditional families</p>
School Processes & Programs
<p>Problem Statement 1: 20% of students lost instruction time due to discipline referrals. Root Cause: Lack of consistent structure and implementation of preventative measures for behavior management 271 total discipline referrals for 2021-2022 which is an increase of 54 from the previous year</p>

State Compensatory

Budget for Milam Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Milam Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Guthrie, Jamie	Aide	1
Rodriguez, Joel	SCE	1
Stidham, Melissa	Instructional Coach: Math	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stidham, Melissa	Instructional Coach: Math	School Wide	.50

Addendums

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6117 00 121 0 30 000	Stipends	1,250.00	1,250.00	104.17	312.55	0.00	937.45
199 E 11 6119 00 121 0 30 000	Sal/wages-teachers	62,449.59	62,449.59	5,204.14	15,612.51	0.00	46,837.08
199 E 11 6129 00 121 0 30 000	Sal/wages-support	45,075.82	45,075.82	3,167.20	10,081.94	0.00	34,993.88
199 E 11 6129 03 121 0 30 000	Sal/Wages Support Personl	0.00	0.00	0.00	0.06	0.00	-0.06
199 E -- 61-- -- -- -- --		108,775.41	108,775.41	8,475.51	26,007.06	0.00	82,768.35
6300	Supplies						
199 E 11 6399 00 121 0 30 000	Supplies	11,920.00	11,920.00	0.00	0.00	0.00	11,920.00
199 E -- 63-- -- -- -- --		11,920.00	11,920.00	0.00	0.00	0.00	11,920.00
199 E -- -- -- -- --		120,695.41	120,695.41	8,475.51	26,007.06	0.00	94,688.35
199 - -- -- -- --		-120,695.41	-120,695.41	-8,475.51	-26,007.06	0.00	-94,688.35
Grand Expense Totals		120,695.41	120,695.41	8,475.51	26,007.06	0.00	94,688.35

Number of Accounts: 5

***** End of report *****

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 121 2 30 000		500.00	500.00	0.00	0.00	0.00	500.00
211 E 11 6117 00 121 2 30 000		0.00	0.00	104.17	312.51	0.00	-312.51
211 E 11 6118 67 121 2 30 000		3,000.00	3,000.00	811.50	811.50	0.00	2,188.50
211 E 11 6119 00 121 2 30 000		74,767.00	74,767.00	5,204.13	15,612.39	0.00	59,154.61
211 E -- 61-- -- -- -- --		78,267.00	78,267.00	6,119.80	16,736.40	0.00	61,530.60
6200	Contracted Svc						
211 E 11 6248 00 121 2 30 000	Maint Cont-Online Svc	500.00	3,009.28	500.00	3,009.28	0.00	0.00
211 E 11 6297 00 121 2 30 000	Print Shop Services	300.00	300.00	0.00	0.00	0.00	300.00
211 E 11 6299 00 121 2 30 000	Other Contracted Services	1,250.00	1,250.00	147.28	808.16	441.84	0.00
211 E -- 62-- -- -- -- --		2,050.00	4,559.28	647.28	3,817.44	441.84	300.00
6300	Supplies						
211 E 11 6339 00 121 2 30 000		0.00	1,700.00	0.00	1,475.00	0.00	225.00
211 E 11 6397 00 121 2 30 000	Software < \$5000	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 11 6399 00 121 2 30 000	Supplies & Materials	17,407.00	13,197.72	95.00	690.44	1,312.10	11,195.18
211 E 61 6399 00 121 2 30 215	Supplies & Materials/00/Parent	1,000.00	1,000.00	0.00	0.00	600.50	399.50
211 E -- 63-- -- -- -- --		21,407.00	18,897.72	95.00	2,165.44	1,912.60	14,819.68
6400	Other Op Costs						
211 E 61 6499 00 121 2 30 215	Other Misc Oper Exp/00/Parent	391.00	391.00	0.00	0.00	0.00	391.00
211 E -- 64-- -- -- -- --		391.00	391.00	0.00	0.00	0.00	391.00
211 E -- -- -- -- --		102,115.00	102,115.00	6,862.08	22,719.28	2,354.44	77,041.28
211 - -- -- -- -- --		-102,115.00	-102,115.00	-6,862.08	-22,719.28	-2,354.44	-77,041.28
Grand Expense Totals		102,115.00	102,115.00	6,862.08	22,719.28	2,354.44	77,041.28

Number of Accounts: 12

***** End of report *****