

Ector County Independent School District

Milam Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

The mission of Milam Elementary School is to cultivate successful and productive students who are collaborators, critical thinkers, problem solvers, risk takers, and scholars who understand the value of artistic expression and the arts. The school aims to foster emotionally mature individuals who are well-equipped to navigate a changing world.

Vision

Our vision is a community where all staff and scholars feel safe, supported, loved, respected, and encouraged to be lifelong learners who positively contribute to our world. They will take the wonderful elements of Milam with them everywhere they go!!

Value Statement

#ItsOURtimetoSHINE

Milam Core Values: Respect, Positivity, Integrity, Trustworthiness, Problem-Solver, Critical-Thinker, Creative-Mind, Persistence, Leadership

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- Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024. Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024. 35
- Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024. Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023. 43
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Board Goal(s)	Indicator of Success	Measure	2019 (BL)	2021		2022	
			Baseline	Goal	Actual	Goal	Actual
1,2,3	Attendance	% student daily attendance	96.4%	94.0%	96.7%	94.5%	93.4%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	66%	63%	NA	66%	86%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	46% MOY 2021	50%	49%	52%	56%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	50%	40%	40%	45%	68%
1,2,3	3rd Grade Composite (Reading & Math)	% of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	19%	26%	27%	28%	39%
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	48%	28%	5%	34%	
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	78% Fall 2020	60%	74%	61%	77%
1. 2018-2019 Texas Education Agency TAPR							
2. NWEA MAP Score District Report ECISD Department of Accountability							
3. 2018-2019 Texas Education Agency HTML TAPR https://rptsvr1.tea.Texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901							
4. National Clearinghouse District Report ECISD Department of Accountability							
5. Txschools.gov https://rptsvr1.tea.Texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901							

1. 2018-2019 Texas Education Agency TAPR		
6. Panorama District Report ECISD Department of Accountability		
7. https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf		
8. 2020 CCMR Tracker TEA TEAL report		

Demographics

Demographics Summary

[Milam Needs Assessment Documents](#)

Milam is a Fine Arts Academy and a magnet choice school in Ector County ISD. We server around 650 students in grades PreK-5th grade. We are located on the south side of Odessa, TX.

All of our students have an opportunity to attend Fine Arts classes during our school day to include theatre, music, and visual arts. Our students also have the opportunity to attend Suzuki Violin, Cello, and dance lessons during regular school hours. Our students also have the chance to attend gymnastics lessons, choir lessons, harp lessons, interventions, and high-impact tutoring during our magnet hour.

Milam serves bilingual and pre-k students in addition to monolingual students. Milam has 3 monolingual and 1 bilingual classroom in all grade levels pre-k through 5th grade.

Demographics Strengths

- 1.) Our teacher/staff demographics are similar to our student demographics.
- 2.) Milam has a very small homeless and foster care population.
- 3.) Milam has a growing GT population.
- 4.) Milam has few discipline issues due to our behavior accountability system, SEL opportunities, and restorative practices.
- 5.) Milam has a full-time librarian and counselor for the 2023-24 school year.
- 6.) Milam offers many fine arts, intervention, and tutoring opportunities that aren't offered in most public schools.
- 7.) Milam retains students and has a low number of enrollments during the year due to being a choice school.
- 8.) Milam has additional accountability for attendance and the attendance rate has increased to 95% over the last year.

9.) Over 80% of our staff are highly qualified and our fine arts team is high-qualified and personally skilled.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Milam's large At-Risk population has several students not meeting the standard on state assessments. **Root Cause:** Lack of parent involvement with at-home reading activities to include fluency and vocabulary practice.

Problem Statement 2 (Prioritized): Milam's large At-Risk population has several students not meeting the standard on state assessments. **Root Cause:** Lack of district support for our EB/Bilingual programs at the campus level.

Problem Statement 3 (Prioritized): Milam's overall teaching experience is low. **Root Cause:** Poor teacher retention prior to the 2022-23 school year.

Student Achievement

Student Achievement Summary

[Milam Needs Assessment Documents](#) - ALL of our Milam data digs and information can be accessed using this link. Milam students are high achieving in the approaches standards, but are lacking achievement in meets and masters standards. Milam is shifting from a campus that has been focused on growth to a campus that is focused on performance. Our students are very high achieving in our Fine Arts programs and do a wonderful job representing Milam during all of our fine arts productions, recognition opportunities, and competitions.

Student Achievement Strengths

- 1.) Milam has improved attendance percentage by 1.6%
- 2.) Milam has seen MAP Growth in Math and Science in all grade levels.
- 3.) Milam has seen an extreme growth in 1st Grade Reading and Math during the 2022-23 school year.
- 4.) Milam has proactively planned next steps to improve in areas of need during the 2023-24 school year.
- 5.) Milam saw significant growth in 3rd Grade Reading.
- 6.) Based on 22-23 Preliminary STAAR results we can see improvements in 4th grade math, 5th ELAR, and 5th science.

7.) Our 4th Grade Bilingual students are our highest percentage based on ELAR and Math and approaching grade level on STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of targeted Tier I instruction.

Problem Statement 2 (Prioritized): A low percentage of students reading on grade level and meeting expectations for math STAAR. **Root Cause:** Lack of targeted Tier I instruction.

School Culture and Climate

School Culture and Climate Summary

[Milam Needs Assessment Documents](#)

The climate and culture at Milam has improved tremendously over the last year. Our panorama data shows great increases in the leadership and culture categories (use link above to access Panorama Survey Data). We have many opportunities for students to pursue likes and interests beyond the classroom, and we have added additional opportunities for students to participate in interventions and tutorials. The Fine Arts programs at Milam are exceptional and allow our students a chance to develop their talents in the arts. SEL is highly promoted and utilized at Milam and the use of 7 Mindsets has aided in our culture and climate improvements as well. We also use a House System, positive referrals, Milam Moolah store, attendance recognition and incentives, and numerous other PBIS strategies (to include this year "Light Bulb Moment Referrals" and "Shining STAR" referrals to tie into our them - "It's OUR time to SHINE". We also utilize [restorative practices](#), and a [discipline flow chart](#) in order to promote a positive culture. Milam also requires all families to sign a [contract](#) to ensure important expectations are met to maintain attending Milam.

School Culture and Climate Strengths

- 1.) Teachers are very optimistic that Milam will continue to improve.
- 2.) There is a great amount of trust amongst the staff.
- 3.) The school believes in the leadership at Milam and has identified that a positive atmosphere exists.
- 4.) Staff satisfaction and happiness is important and has resulted in higher teacher retention this year.
- 5.) The positive influence of the administration has positively impacted the teaching at Milam.
- 6.) It is clear that a majority of our staff/teachers understands the goals we have for them and our campus.
- 7.) Staff is given an opportunity to give input when making decisions, but at an appropriate amount.
- 8.) Our students have identified that there are positive and supportive relationships being built at Milam.
- 9.) A majority of our students feel like they are able to learn what is being taught.
- 10.) Staff has identified that there is coaching and feedback occurring at Milam that is productive, frequently provided, timely, effective, and appropriate.
- 11.) Milam has implemented an effective House System, Attendance Rewards Program, and PBIS program.
- 12.) Milam has made progress in the implementation of the 7 Mindsets SEL program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff belonging is low. **Root Cause:** Staff members feel they are not understood as a person by their colleagues.

Problem Statement 2: Cultural Awareness is low. **Root Cause:** Staff members as a whole aren't always considering how other races are impacted by decisions or other occurrences at Milam.

Problem Statement 3 (Prioritized): Students are not confident in their ability to understand complicated ideas when they are discussed in class. **Root Cause:** Lack of targeted and consistently rigorous Tier I instruction in all classrooms.

Problem Statement 4 (Prioritized): Students are not confident in their ability to complete the hardest work assigned in class. **Root Cause:** Lack of targeted and consistently rigorous Tier I instruction in all classrooms, and inconsistency in interventions provided to all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Milam Staff

The Principal and Assistant Principal were both new to Milam for the 2022-2023 school year. Last year was the Principal's 1st year at Milam and the Assistant Principal's 1st year at Milam. As of September 1, 2022, there were no vacancies at Milam. There are 3 instructional facilitators who will be supported by highly qualified teachers, so not all students will be taught by highly qualified teachers and instructional paraprofessionals. Admin is currently working to hire an Art teacher for the 23-24 school year, and retained over 90% of the teaching staff. We have added two master teachers to Milam this year - one in 4th grade and one in 5th grade.

Employee Numbers

	Administrators (Principal & Asst. Principal)	Teachers	Instructional Paraprofessionals (Aides)
16/17	2	41	3
17/18	2	37	3.5
18/19	2	36	3.1
19/20	2	37	4.0
20/21	2	42	5.2
21/22	2 + 1 Principal Fellow	42	6
22/23	2	41	7
23/24	2	41	7

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
16/17 to 17/18	100%	86.84%	60%
17/18 to 18/19	50%	64.71%	25%
18/19 to 19/20	100%	76.4%	75%

% Remained From Year To Year	Administrators	Teachers	Instructional Paraprofessionals
	(Principals/Asst. Prin)		(Aides)
19/20 to 20/21	100%	82.8%	100%
20/21 to 21/22	100%	53%	88%
21/22 to 22/23	0%	60%	28%
22/23 to 23/24	100%	90%	71%

Teaching Staff Demographic Information 2022-2023

Demographic	All Teachers	K	First	Second	Third	Fourth	Fifth	PE	Sped
Male	7%	0%	0%	25%	0%	0%	25%	0%	0%
Female	83%	100%	100%	75%	75%	100%	75%	0%	100%
White	39%	25%	0%	50%	25%	75%	50%	0%	100%
AA	2%	0%	0%	25%	0%	0%	0%	0%	0%
Hispanic	51%	75%	100%	25%	75%	25%	50%	100%	0%

Teaching Staff Demographic Information 2023-2024

Demographic	All Teachers	K	First	Second	Third	Fourth	Fifth	PE	Sped
Male	7%	0%	0%	0%	0%	25%	25%	0%	0%
Female	83%	100%	100%	100%	100%	75%	75%	100%	100%
White	37%	25%	0%	25%	50%	50%	25%	0%	0%
AA	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	63%	75%	100%	75%	50%	50%	75%	100%	100%

Staff Quality, Recruitment, and Retention Strengths

- 1.) Milam will be fully staffed for the 23-24 school year.
- 2.) Milam hopes to have all certified teachers in our bilingual classrooms for the 23-24 school year.
- 3.) Milam's staff demographics are similar to our student demographics.
- 4.) Milam's climate and culture has improved.
- 5.) Milam's retention rate has improved tremendously (60% to 90%).
- 6.) Recruited 2 Master teachers to strengthen our 4th and 5th grade teams.
- 7.) Strategically moved staff based on data to ensure greater success in the 23-24 school year.
- 8.) Replaces an Instructional Facilitator with a DOI teacher (who will be fully certified shortly after the 23-24 school year starting).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Milam has 2 classrooms with instructional facilitators. **Root Cause:** Nationwide decline in people seeking careers in education.

Problem Statement 2: Milam has 9 teachers on staff with 1-3 years of experience. **Root Cause:** Nationwide decline in people seeking careers in education. Several teachers retired or left education before the 21-22 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

[Milam Needs Assessment Documents](#)

[Milam Planning and Re-Teach Plan](#)

Milam utilizes the ECISD curriculum and pacing calendars to plan for and deliver Tier-I Instruction in all classrooms. In addition to SAAVAS Milam utilizes Lonestar Math resources. We also purchase Countdown to STAAR for our math classrooms to prepare our students for the MATH STAAR. Milam utilizes HMH for instruction and interventions in ELAR, and also used SIRIUS to prepare our students for the ELAR STAAR. We utilize a backwards design plan at Milam and require and monitor re-teach instruction as well. Milam has also purchased and will utilize AR to promote reading and comprehension. Milam will be implementing some blended learning methods during the 2023-24 school year to include: students data tracking w/ an emphasis on parent communication, ECISD approved technology instructional platforms only, and student choice during station times utilizing ECISD approved resources. Milam will be putting an emphasis on reading activities for our fast finisher students, and during other opportunities for extended learning. Milam offers high-impact tutoring during our magnet hour through AIR TUTORING to our students needing this type of intervention. Milam Admin and staff offer - [Campus PD](#) - in areas of need at Milam, and use budgets to send teachers to needed PD. Example of PD offered this year that will be offered again in 2023-24. Milam also uses a system that keeps all student data in one place. This can be found on our staff website - under staff - by clicking on Data Tracking.

Curriculum, Instruction, and Assessment Strengths

- 1.) Ten teachers at Milam are TIA recognized teachers.
- 2.) Milam showed growth in Science and Math this year.
- 3.) Milam implemented effective and productive planning processes for teachers during the 22-23 school year which will be refined and even more beneficial during the 23-24 school year. [Milam Planning Documents Link](#).
- 4.) Instructional Coach will be utilized as a Reading Coach for low ability and bubble students throughout the 23-24 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier-I Reading and Small Group Reading instruction isn't producing needed performance results. **Root Cause:** Lack of experience and expertise in STR and ECISD Reading Curriculum.

Problem Statement 2: A high percentage of students at Milam are not achieving meets and masters standards on STAAR. **Root Cause:** Lack of more rigorous Tier-I instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

[Milam Central Parent Website Link](#)

Milam is a Title I campus and will continue to meet the requirements for family engagement for the 2023-24 school year. We plan to repeat our engagement activity from last spring during the fall of this year due to positive feedback we received from staff and our families. We purchased all students an on grade level book, and invited our families to an event where parents and students worked together using the book we gave them to understand how to work on fluency, comprehension, and vocabulary. We also purchased all students a deck of cards and taught them math fluency games they could play at home to work on math facts. Please use this link to view the presentation from the evening. [Milam - Title I Engagement Event - Spring 2023](#). We plan to use this same format for our engagement event this fall. Milam's Fine Art Opportunities offer many chances for parent engagement and involvement to include: Fall Production/Theatre, Fall Spooky Suzuki/Violin Concert, Magnet Show-Off every nine weeks, Spring Musical/Theatre, Spring Suzuki Playdown/Violin Recital, Harp Recital, Art Show, Choir Recital, and Spring Dance Recital. Milam also holds Student of the Month luncheons and invites parents to attend. The Milam PTA also hosts many events to include: Color Run and School Dance.

Parent and Community Engagement Strengths

- 1.) Milam has reinstated a very successful PTA!!
- 2.) A Parent website is being utilized in addition to School Status and Dojo to ensure parents have our most important information in one place. [Milam Central Parent Website Link](#).
- 3.) Milam's Fine Arts programs allow for parent very frequent parent involvement and engagement.
- 4.) Milam's Parent Engagement Activities were very successful during the 22-23 school year, and will feedback from those events will be utilized to make the engagement events even better during the 23-24 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Milam families are less frequently involved in academic events, and the parent involvement is low outside of Fine Arts, recognition events, and fun events. **Root Cause:** Need for an increase in communication of data to our families.

Problem Statement 2: Milam needs to improve systems for communicating data to parents. **Root Cause:** A lack of consistent student data tracking, and communication home from all staff.

School Context and Organization

School Context and Organization Summary

Please use the link provided to access our staff website page that identifies the roles and responsibilities of our Admin, Instructional Coach, and front office staff - <https://sites.google.com/ecisd.school/milam-central-staff-website/campus-info/admin-team-and-office-roles-and-responsibilities>

All operations and organization info can be accessed using our staff website - [Milam Central](#)

School Context and Organization Strengths

- 1.) Milam roles and responsibilities have been clearly defined.
- 2.) Milam utilizes systems that promote effective and efficient use of time.
- 3.) Milam utilizes a [parent website](#) and [staff website](#) to promote and improve communication.
- 4.) Milam utilizes [school committees](#) to promote teacher involvement.
- 5.) Milam utilizes the Big Rocks hierarchy of management in all areas of the school.
- 6.) Milam utilizes T-TESS and STRIVE to evaluate all staff.
- 7.) Milam utilizes a coaching tree to evaluate and support staff.
- 8.) Milam administration utilizes personal and shared coaching and feedback calendars.
- 9.) Milam uses [real time coaching](#) with teachers with 0-3 years experience to ensure implementation of big rocks strategies and important classroom management and instruction strategies.
- 10.) Based on data and student/staff needs...Milam will be utilizing our instructional coach as a reading coach and reading intervention teacher this year to better serve our staff and students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Milam students are struggling to read and comprehend on grade-level. **Root Cause:** STR Instruction isn't consistent.

Problem Statement 2 (Prioritized): Milam students are not adequately achieving meets and masters standards on the ELAR STAAR. **Root Cause:** STR Instruction isn't rigorous enough.

Problem Statement 3 (Prioritized): Milam students are not showing growth in multiple classrooms in iStation data. **Root Cause:** Lack of quality Tier I ELAR instruction in all classrooms, and STR Instruction isn't rigorous enough.

Technology

Technology Summary

Milam is a one to one campus. Milam has recently installed Promethean Boards in our Math and Science classrooms in 3rd-5th. Federal and State offered to purchase Promethean Boards for all of our classrooms that needed them. However, only 5 additional boards came in due to the budget year ending. Therefore, only 40% of our classrooms currently have Promethean Boards.

Technology Strengths

- 1.) Several classrooms have Promethean Boards installed for classroom instruction purposes.
- 2.) Students at Milam are very responsible with their technology.
- 3.) Students and staff at Milam are all trained in Digital Citizenship.
- 4.) Milam's ECISD digital learning coach is utilized frequently throughout the school year to train teachers and promote effective digital learning.
- 5.) Milam's staff and students utilize technology effectively and appropriately.
- 6.) Milam's staff works together to ensure all technology is inventoried and accounted for.
- 7.) Milam's staff works together to ensure almost all tech fees are paid.
- 8.) Almost all families have access to internet at home.
- 9.) Milam promotes [digital learning at home](#).

Problem Statements Identifying Technology Needs

Problem Statement 1: Milam does not have promethean boards in 100% of our instructional classrooms. **Root Cause:** The Federal and State budget year was not accounted for by the ECISD technology department.

Problem Statement 2 (Prioritized): Students at Milam are able to navigate to applications that interrupt learning. **Root Cause:** Lack of inability of teachers to more closely monitor student devices due to no application being utilized by ECISD to do so.

Priority Problem Statements

Problem Statement 1: A low percentage of students are achieving the meets and masters categories in reading, math, and science.

Root Cause 1: Lack of targeted Tier I instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Milam families are less frequently involved in academic events, and the parent involvement is low outside of Fine Arts, recognition events, and fun events.

Root Cause 2: Need for an increase in communication of data to our families.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: A low percentage of students reading on grade level and meeting expectations for math STAAR.

Root Cause 3: Lack of targeted Tier I instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Milam's large At-Risk population has several students not meeting the standard on state assessments.

Root Cause 4: Lack of parent involvement with at-home reading activities to include fluency and vocabulary practice.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students are not confident in their ability to understand complicated ideas when they are discussed in class.

Root Cause 5: Lack of targeted and consistently rigorous Tier I instruction in all classrooms.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Students are not confident in their ability to complete the hardest work assigned in class.

Root Cause 6: Lack of targeted and consistently rigorous Tier I instruction in all classrooms, and inconsistency in interventions provided to all students.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Milam's overall teaching experience is low.

Root Cause 7: Poor teacher retention prior to the 2022-23 school year.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Milam's large At-Risk population has several students not meeting the standard on state assessments.

Root Cause 8: Lack of district support for our EB/Bilingual programs at the campus level.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Tier-I Reading and Small Group Reading instruction isn't producing needed performance results.

Root Cause 9: Lack of experience and expertise in STR and ECISD Reading Curriculum.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Milam students are struggling to read and comprehend on grade-level.

Root Cause 10: STR Instruction isn't consistent.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR.

Root Cause 11: STR Instruction isn't rigorous enough.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Milam students are not showing growth in multiple classrooms in iStation data.

Root Cause 12: Lack of quality Tier I ELAR instruction in all classrooms, and STR Instruction isn't rigorous enough.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Students at Milam are able to navigate to applications that interrupt learning.

Root Cause 13: Lack of inability of teachers to more closely monitor student devices due to no application being utilized by ECISD to do so.

Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 1: MATH MAP - The percentage of students meeting their projected growth will go from 54% of all students at Milam to 65% of all students at Milam.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction, interventions, and tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Air Tutoring will be offered to all students who DID NOT MEET grade level standards on STAAR in grades 3-5, and who fall below the 40th percentile in MAP in grade 2.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, and students will achieve approaches or above in STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Math specific Magnet classes will be offered and students needing extra support will be encouraged to attend.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 2: READING MAP - The percentage of students meeting their projected growth will go from 51% of all students at Milam to 65% of all students at Milam.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: AIR Tutoring will be offered to all students performing in the 40th percentile on MAP in grade 2, and students who DID NOT MEET grade level standards in grade 3-5 on STAAR.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, Students will achieve approaches or higher on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading specific Magnet classes will be offered and students needing extra support will be encouraged to attend.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 3: STAAR MATH "Meets" percentages will increase from 44% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

3rd Grade Math from 38% to 58%

4th Grade Math from 48% to 62%

5th Grade Math from 46% to 60%

High Priority

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -Math District Benchmarks (Fall, Winter, & Spring)

-NWEA Math Map (BOY, MOY, EOY)





-Unit Assessments

-2023 STAAR

-Student Grades

-Student Learning Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will utilize the district Math curriculum, Lonestar Math, and Lead4Ward resources to deliver high-quality instruction in all math classrooms.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will recognize students in the main hallway on an "iReady" and "Math Academy" bulletin board to show lessons passed and to encourage other students to complete/pass 2-5 lesson weekly or become one of the top lesson achievers in the school.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 4: STAAR READING "Meets" percentages will increase overall from 40% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

3rd Grade Reading from 43% to 60%

4th Grade Reading from 46% to 60%

5th Grade Reading from 51% to 60%

High Priority

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: -Reading District Benchmarks (Fall, Winter, & Spring)

-NWEA Reading Map (BOY, MOY, EOY)

-SCAs





-2023 Reading STAAR

-Student Grades

-Student Learning Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000, Dyslexia Teacher - State Comp Ed - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide</p> <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will recognize students achieving Level 3 or higher on their iStation assessments every month on a bulletin board in the main hallway by taking a group picture of students in every class on campus and displaying them.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum and our Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Milam's Instructional Coach will be pulling students who DID NOT MEET grade level standards for additional targeted interventions in reading twice a week during PE time.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - School Context and Organization 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of targeted Tier I instruction.

Problem Statement 2: A low percentage of students reading on grade level and meeting expectations for math STAAR. **Root Cause:** Lack of targeted Tier I instruction.

School Context and Organization

Problem Statement 2: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR. **Root Cause:** STR Instruction isn't rigorous enough.

Board Goal 1: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 40% to 60% by May 2024.

Performance Objective 5: 5th Grade STAAR (Science) "Meets" percentages will increase 15-20% by the 2024 STAAR assessment.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will utilize the district science curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will use the new science pacing and lesson framework provided by the district.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will utilize a STEM lab.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and instruction delivery -Improved culture -Increase in data driven classrooms and strategies</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.





Performance Objective 1: In grades K-2 the ROI for iStation reading in all classrooms will show moderate to high growth for all students.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 2: A low percentage of students reading on grade level and meeting expectations for math STAAR. Root Cause: Lack of targeted Tier I instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Tier-I Reading and Small Group Reading instruction isn't producing needed performance results. Root Cause: Lack of experience and expertise in STR and ECISD Reading Curriculum.</p>

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 2: The percentage of students in grades K-2, meeting their projected growth in Reading MAP, will increase from an average of 47% to and average of 60% by May 2024.

High Priority

HB3 Board Goal





Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: -MAP Growth Assessment

-I-Station Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon curriculum.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: A low percentage of students reading on grade level and meeting expectations for math STAAR. Root Cause: Lack of targeted Tier I instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Tier-I Reading and Small Group Reading instruction isn't producing needed performance results. Root Cause: Lack of experience and expertise in STR and ECISD Reading Curriculum.</p>

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 3: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 63% to an average 75% by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide</p> <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: Board Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 51% to 65% or above by May 2024.

Performance Objective 4: Milam's percentage of 3rd grade students achieving the meets or exceeds standard in reading on STAAR will increase from 43% to 60% by May of 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students.</p> <p>Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Dyslexia Teacher</p> <p>Funding Sources: Dyslexia Teacher - State Comp Ed - \$85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement</p> <ul style="list-style-type: none"> -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide <p>Staff Responsible for Monitoring: Teacher, Librarian, Admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius.</p> <p>Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 1: Student Connectedness Panorama Data will increase from 65% to at least 75% by May 2024.





High Priority

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Big Rocks hierarchy of management to improve classroom management and culture. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Conscious Discipline strategies to improve student behavior. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize the 7 Mindsets platform to teach SEL lessons to support students social and emotional needs.</p> <p>Strategy's Expected Result/Impact: All adults and students</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 2: The Staff Belonging percentage in our Panorama data will improve from 68% to 75% by May of 2024.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will provide more opportunities for the adults at our school to connect and work through conflicts. Strategy's Expected Result/Impact: All adults on campus Staff Responsible for Monitoring: Admin, Front Office, IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. Strategy's Expected Result/Impact: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 3: Milam's teacher retention rate will remain above 90% for the 24-25 school year.





High Priority

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided a framework for planning and preparation that utilizes the foundations of excellent teaching, and will be expected to produce a PLC binder with crucial elements in the backwards planning process.</p> <p>Strategy's Expected Result/Impact: -MAP Growth Assessment -Short Cycle Unit Assessments -I-Station Reading -iReady/Math Academy Lessons Passed -STAAR Assessments</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: A campus calendar and staff website will be provided with very proactive planning, communication, and collaboration and include our most important events that need to be communicated to staff and parents, staff moral events, celebrations, and recognition events.</p> <p>Strategy's Expected Result/Impact: -Improved Campus Culture -Improved connectedness -Increase in teacher retention</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Instruction Coach, Fine Arts Team Lead</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 4: We will go from 75% to 100 % of Milam students will using AVID Planners daily in grades K-5 to teach students to track/improve learning, assignments, and attendance.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Planner Checks

Strategy 1 Details	Reviews			
Strategy 1: Students will use their planner to write down assignments and proactively plan.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will use their planners to track attendance. Strategy's Expected Result/Impact: Student attendance will be positively impacted and remain above 95% all year.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 5: 100% of our Science Teachers will be using AVID Interactive Notebooks this year.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: 1 of the composition notebooks required in the school supplies will be used specifically for an interactive notebook in science class.</p> <p>Strategy's Expected Result/Impact: -Improved Science MAP scores -Improved STAAR Science scores</p> <p>Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will complete interactive notebook checks to make sure all students are meeting the expectations of an AVID Interactive Notebook using a rubric.</p> <p>Strategy's Expected Result/Impact: -Improved Science MAP Scores</p>	Formative			Summative
	Oct	Jan	Mar	May

-Improved Science STAAR Scores

Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal

Title I:

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 6: Milam will provide a safe and supportive learning environment and maintain an attendance average of 96% or above during the 2023-24 school year. Attendance will go from 95% to 97% by May of 2024.

High Priority

Indicators of Success:





Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: -Safety Checks

- Panorama Survey
- Campus created surveys
- System/Processes surveys and evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will ensure all staff members receive campus classroom expectations/routines training and safety training to understand and effectively utilize processes, procedures, and expectations on a normal school day/during drills/ and in emergency situations. We will also implement a system for quick access to all safety info from staff cell phones.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures, and anti-bullying/harassment strategies.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, Big Rocks, PBIS, and Conscious Discipline practices (SEL body of work).</p> <p>Strategy's Expected Result/Impact: -Safe and supportive environment -Decrease in referrals -Improved attendance</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Student Incentives Committee, and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.</p> <p>Strategy's Expected Result/Impact: Safe and supportive environment</p> <p>Staff Responsible for Monitoring: Principal, AP, and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Milam will model Big Rocks school wide routines and procedures, improve systems, and provide coaching.</p> <p>Strategy's Expected Result/Impact: Safe and supportive learning environment</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<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>				

Campus Funding Summary

State Comp Ed					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dyslexia Teacher		\$85,000.00
1	2	1	Dyslexia Teacher		\$85,000.00
1	4	1	Dyslexia Teacher		\$85,000.00
2	1	3	Dyslexia Teacher		\$85,000.00
2	2	3	Dyslexia Teacher		\$85,000.00
2	3	1	Dyslexia Teacher		\$85,000.00
2	4	1	Dyslexia Teacher		\$85,000.00
Sub-Total					\$595,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
1	2	1	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
1	4	1	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
1	4	2	Accelerated Reading Program - Renaissance		\$8,000.00
2	1	1	Accelerated Reading Program - Renaissance		\$8,000.00
2	1	3	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
2	2	1	Accelerated Reading Program - Renaissance		\$8,000.00
2	2	3	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
2	3	1	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
2	3	2	Accelerated Reading Program - Renaissance		\$8,000.00
2	4	1	Supplemental Instructional Software, Supplies, and Materials		\$20,000.00
2	4	2	Accelerated Reading Program - Renaissance		\$8,000.00
Sub-Total					\$180,000.00