

# Wichita Falls Independent School District

## Milam Elementary

### 2023-2024 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: 50%
- Male 50%

#### Ethnicity

- Hispanic-Latino: 37%

#### Race

American Indian .22%

Asian: 1.08% Black

African American: 10.56%

White: 41.59%

Two-or-More: 9.48%

#### Student by Program/Group:

Free Lunch 54.31% and Reduced Lunch 3.88% Participation

Gifted and Talented: 21- 4.53%

Special Education (SPED): 84 -18.10%

Economically Disadvantaged: 273 -58.84%

Limited English Proficient (LEP): 15 -3.23%

### **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 30% 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, iXL 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.

	2022-2023 DATA SUMMARY	
	<b>Milam Elementary</b>	

### QUANTITATIVE

Grade	Assessment	Skill	Measure	BOY	MOY	EOY	Growth %ile
PK	CIRCLE	Rapid letter naming	% on grade level	31%	74%	88%	
	CIRCLE	Mathematics	% on grade level	84%	85%	88%	
K	TX-KEA	Total Literacy Score	% on grade level	68%	81%	80%	
	TX-KEA	Mathematics	% on Grade Level	47%	76%	75%	
K	MAP	Reading	Average RIT Score	137.1	146.1	155.7	97%
K	MAP	Mathematics	Average RIT Score	141.3	150.6	159.2	90%
1 (RSSP)	MAP	Reading	Average RIT score	154.3	165.5	171.5	90%
	MAP	Mathematics	Average RIT score	160.7	174.2	179	91%
2	MAP	Reading	Average RIT score	165.9	172.7	175.1	4%
	MAP	Mathematics	Average RIT score	167.7	178.9	181.4	54%

										MAP average RIT / Growth % ile					
ject	2022 STAAR How the group did last year?		MAP STAAR Predictor BOY		MAP STAAR Predictor MOY		MAP STAAR Predictor EOY		2023 STAAR		BOY	MOY	Growth %ile	EOY	Growth %ile
3 ading			Appr:	65.3	Appr:	62	Appr:	65	Appr:		186.6	189.5	25%	195.2	88%
			Meets:	43.1	Meets:	36	Meets:	44	Meets:						
			Masters:	16.7	Masters:	22	Masters:	27	Masters:						
			D 1:	41.7	D 1:	40	D 1:	45	D 1:						
Math			Appr:	66.7	Appr:	68	Appr:	63	Appr:		186.5	193.9	90%	199.9	96%
			Meets:	30.5	Meets:	33	Meets:	39	Meets:						
			Masters:	6.9	Masters:	10	Masters:	17	Masters:						
			D 1:	34.7	D 1:	37	D 1:	40	D 1:						
4 ading	Appr:	75.86	Appr:	73.5	Appr:	41	Appr:	65	Appr:		196.9	200.3	72%	203	23%
	Meets:	46.55	Meets:	36	Meets:	22	Meets:	32	Meets:						
	Masters:	32.76	Masters:	14.1	Masters:	12	Masters:	17	Masters:						
	D 1:	50.9	D 1:	41.8	D 1:	40	D 1:	38	D 1:						
Math	Appr:	67.24	Appr:	57.8	Appr:	55	Appr:	62	Appr:		196.6	202.5	89%	207.5	92%
	Meets:	43.1	Meets:	25	Meets:	31	Meets:	21	Meets:						
	Masters:	18.97	Masters:	7.8	Masters:	6	Masters:	5	Masters:						
	D 1:	42	D 1:	30.7	D 1:	31	D 1:	29	D 1:						

											MAP average RIT / Growth % ile				
5 ading	Appr:	64.86	Appr:	65.9	Appr:	41	Appr:	66	Appr:	66	202.6	202.1	-13%	209.3	45%
	Meets:	37.84	Meets:	28.2	Meets:	16	Meets:	31	Meets:	31					
	Masters:	13.51	Masters:	16.9	Masters:	9	Masters:	16	Masters:	16					
	D 1:	38.8	D 1:	37.1	D 1:	30	D 1:	38	D 1:	38					
Math	Appr:	60.81	Appr:	71.8	Appr:	63	Appr:	70	Appr:		206.7	207.8	1%	214.9	41%
	Meets:	31.08	Meets:	35.2	Meets:	26	Meets:	24	Meets:						
	Masters:	12.16	Masters:	9.9	Masters:	10	Masters:	7	Masters:						
	D 1:	34.7	D 1:	39	D 1:	33	D 1:	34	D 1:	5					
nce	Appr:	70.49							Appr:						
	Meets:	34.43							Meets:						
	Masters:	11.48							Masters:						
	D 1:	31							D 1:						

**EOY: As of June 2023**

	3rd Math	3rd Reading	4th Math	4th Reading	5th Math	5th Reading	5th Science
Not likely to Likely did not pass	2/69	6/69	4/64	11/64	0/68	3/67	4/68
Zone of Uncertainty	30/69	18/69	33/64	25/64	38/68	24/67	28/68



	3rd Math	3rd Reading	4th Math	4th Reading	5th Math	5th Reading	5th Science
Likely Passed	37/69	45/69	27/64	28/64	30/68	40/67	35/68

### Student Learning Strengths

#### MAP EOY DATA

Out of 12 growth norms for MAP EOY, Milam met 8.

2nd grade Reading, 4th grade Math, 5th reading, and 5th grade Math did not.

However, 4th grade reading was 1.2 points away, 5th grade reading was .2 away, 5th math was .5 away, and 2nd grade reading was 3.1 away.

22-23 Goal: 1st grade students will grow at least 17.5 points on MAP from BOY TO EOY Reading.

22-23 outcome: Students grew 17 points, but technically did not meet the goal but projected school grade growth was 12.8.

22-23 Goal: 2nd grade students will grow at least 14.6 points on MAP Math from BOY to EOY.

22-23 outcome: Students grew 13 points, but technically did not meet the goal. The grade growth projection was 11.8.

### Strengths: PreK, Kinder, 1st

Grade	Assessment	Skill	Measure	BOY	MOY	EOY	
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K	MAP	Mathematics	Average RIT Score	141.3	150.6	159.2	90%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP Reading Data reflects little growth. 2nd: 4% growth percentile for MAP based on EOY data in Reading 4th: 34% growth percentile for MAP based on EOY data in Reading **Root Cause:** Extreme behaviors High special education population Mobility of students 2nd grade: Brand new team (2 new to Milam, all 3 new to content/grade)

# School Processes & Programs

## School Processes & Programs Summary

In 2023, Milam will have 10 new teachers; 2 of those are brand new teachers.

1 new counselor

1 new secretary

1 new attendance clerk

(5 LEAP, 2 SPED, 2 1st grade, 1 3rd grade)

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 will use RAZ Kids Comprehensive, Math Scopes, Envision, and District planning guides created by Curriculum Dept.

All staff has been trained in Capturing Kids Hearts and HRS NASOT. New teachers attend the New Teacher Academy.

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

Kindergarten has ViewSonic smart boards.

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 22-23 school year compared to 21-22 school year.

Milam retained a higher number of teachers than in past years and hired for new positions early. 87% retention.

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 318 total discipline referrals for 2022-23 which is an increase of 47 from the previous year

**Problem Statement 2 (Prioritized):** Milam has struggled with the amount of time required for testing by the district because it cuts into teacher's instructional time. **Root Cause:** District required report card testing and other tests in K-2

# 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 everyone learns everyday. 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.

TEAM MILAM!

## 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.
- 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.
- 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
- Campus Teams
- Bengal Buddies, StuCo, Choir, Green Club, Robotics, STEAM club
- PTO, family nights, CKH newsletters, grade level newsletters, technology sources to communicate with parents

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Stakeholders are not unified toward common goal. **Root Cause:** Addition of special education programs and re-zoning of attendance lines caused lots of mobility and change.

# 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 30% of our students are living in non-traditional families

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Stakeholders are not unified toward common goal.

**Root Cause 2:** Addition of special education programs and re-zoning of attendance lines caused lots of mobility and change.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** MAP Reading Data reflects little growth. 2nd: 4% growth percentile for MAP based on EOY data in Reading 4th: 34% growth percentile for MAP based on EOY data in Reading

**Root Cause 3:** Extreme behaviors High special education population Mobility of students 2nd grade: Brand new team (2 new to Milam, all 3 new to content/grade)

**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 318 total discipline referrals for 2022-23 which is an increase of 47 from the previous year

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Milam has struggled with the amount of time required for testing by the district because it cuts into teacher's instructional time.

**Root Cause 5:** District required report card testing and other tests in K-2

**Problem Statement 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data



- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





# Goals




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











**Performance Objective 1:** Retain 85% of staff at the end of the 23-24 school year.

**High Priority**

**Evaluation Data Sources:** HR Documents, Position Control Forms, Assignments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will recruit, hire and train skilled professionals in all areas, including administration, teachers, support staff, certified non teaching staff, etc, in ongoing effort to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> HR Job Fairs Social Media New PEOPle training Region 9 New Teacher</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coach, Region 9</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional coach and mentors will be employed and utilized to support the growth and development of all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each staff member will be provided at least 2 documented walkthroughs by campus administrators, in addition to TTESS evaluation. (1 each semester)</p> <p><b>Strategy's Expected Result/Impact:</b> Constructive feedback on classroom instruction provided to support teachers in the areas of classroom management, class culture, and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Staff will participate in team building opportunities and serve on teams to increase campus culture including but not limited to Leadership, CKH/Behavior/Celebrations, Hospitality and Family Involvement. 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><b>Strategy's Expected Result/Impact:</b> Staff members should support one another through social contract awareness, collaboration, data dis-aggregation, and instructional strategies on a weekly basis.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Seidlitz, Instructional practices, District Initiatives, social-emotional learning, CKH, Conscious Discipline, Technology, Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in content knowledge, planning and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/ICs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Staff PD, Instructional Rounds - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher level of overall instruction, performance in each classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, HR</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased awareness and safety on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> We are unable to meet the needs of diverse learning groups. <b>Root Cause:</b> Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 30% of our students are living in non-traditional families</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> MAP Reading Data reflects little growth. 2nd: 4% growth percentile for MAP based on EOY data in Reading 4th: 34% growth percentile for MAP based on EOY data in Reading <b>Root Cause:</b> Extreme behaviors High special education population Mobility of students 2nd grade: Brand new team (2 new to Milam, all 3 new to content/grade)</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 20% of students lost instruction time due to discipline referrals. <b>Root Cause:</b> Lack of consistent structure and implementation of preventative measures for behavior management 318 total discipline referrals for 2022-23 which is an increase of 47 from the previous year</p>

## Perceptions

**Problem Statement 1:** Stakeholders are not unified toward common goal. **Root Cause:** Addition of special education programs and re-zoning of attendance lines caused lots of mobility and change.

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1: READING / LITERACY**

Circle PM: PreK will have at least 80% of students on grade level for Rapid Letter Naming by EOY

TxKea: Kindergarten will have at least 80% of students score on grade level for Total Literacy Score by EOY

MAP: Kindergarten - 5th grade MAP will meet growth projections for Reading

**High Priority**

**Evaluation Data Sources: MAP**

iXL





Unit Assessments











Interim Assessments

STAAR Scores

EOY tests

Running Records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will: 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 23-24 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><b>Strategy's Expected Result/Impact:</b> Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in literacy components.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional coach Curriculum Dept.</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Small group supplies and materials - whiteboards, paper, games, etc. - Title 1 Part A - 211e11639900121930000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide students access to supplemental on-line curriculum resources, including, but not limited to: iXL, Heggerty, Blast, TPT, Flocabulary, and Kindergarten has access to Waterford.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make anticipated progress in all contents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Education Galaxy - Title 1 Part A - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers will utilize either classroom displays, student binders, or digital data binders for monitoring student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers; Instructional Coaches; Administrators</p> <p><b>Funding Sources:</b> 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><b>Strategy 4:</b> 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We are unable to meet the needs of diverse learning groups. <b>Root Cause:</b> Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 30% of our students are living in non-traditional families</p>
Student Learning
<p><b>Problem Statement 1:</b> MAP Reading Data reflects little growth. 2nd: 4% growth percentile for MAP based on EOY data in Reading 4th: 34% growth percentile for MAP based on EOY data in Reading <b>Root Cause:</b> Extreme behaviors High special education population Mobility of students 2nd grade: Brand new team (2 new to Milam, all 3 new to content/grade)</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Milam has struggled with the amount of time required for testing by the district because it cuts into teacher's instructional time. <b>Root Cause:</b> District required report card testing and other tests in K-2</p>



## Perceptions

**Problem Statement 1:** Stakeholders are not unified toward common goal. **Root Cause:** Addition of special education programs and re-zoning of attendance lines caused lots of mobility and change.

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2: MATH / NUMERACY**

Circle PM: PreK will have at least 80% of students on grade level for Mathematics by EOY

TxKea: Kindergarten will have at least 75% of students score on grade level for Mathematics by EOY

MAP: Kindergarten - 5th grade MAP will meet growth projections for MAP

**High Priority**


**Evaluation Data Sources:** MAP





EOY Tests


Benchmarks


STAAR

Interim Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will implement best practice math instructional strategies based on HRS NASOT and district curriculum guides using instructional effective resources and technology such as iXL, district provided curriculum, Teacher Synergy, Flocabluary, and other resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional coach Region 9</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> *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><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators Tutors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Asst Principal Instructional Math Coach Teachers</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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 2023-2024 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration Teachers Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue










**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We are unable to meet the needs of diverse learning groups. <b>Root Cause:</b> Lack of consistent resources and programs Socioeconomic status gap between affluent and poor At least 30% of our students are living in non-traditional families</p>
Student Learning
<p><b>Problem Statement 1:</b> MAP Reading Data reflects little growth. 2nd: 4% growth percentile for MAP based on EOY data in Reading 4th: 34% growth percentile for MAP based on EOY data in Reading <b>Root Cause:</b> Extreme behaviors High special education population Mobility of students 2nd grade: Brand new team (2 new to Milam, all 3 new to content/grade)</p>

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.            Aid with transition of students to other grade levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide exposure to new skills and potential areas of interest through field trips, after school clubs, Student Council and UIL.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Sponsors, Administration, grade levels</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide exposure to new skills and potential areas of interest in the areas of STEAM and Literacy with a parent involvement event</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student exposure to new skills and areas related to STEAM.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principals, Teachers</p> <p><b>Funding Sources:</b> Literacy/Steam Event - Title 1 Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



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 2023-2024 school year.







**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk Attendance Committee Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will feel valued, respected, and loved, thus promoting positive attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Parent Engagement Night - Title 1 Part A - \$1,313</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** We will have less than 300 discipline referrals for 2023-2024

**Evaluation Data Sources:** Skyward Discipline Report




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students participate in fitness gram assessment and character education opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support for individual students who may be experiencing difficult or extreme living situations Educate students on proper hygiene, healthy eating, and good life habits Asses physical abilities in PE</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor PE teacher DARE officers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Funding Sources:</b> Parent involvement supplies - Title 1 Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Parents will become aware of various aspects of literature, including genres and key concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Milam Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

### 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>
Allen, Mackenzie	Aide	0.9
Guthrie, Jamie	Aide	0.9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stidham, Melissa	Instructional Coach: Math	School Wide	1

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5	Staff PD, Instructional Rounds		\$0.00
2	1	1	Small group supplies and materials - whiteboards, paper, games, etc.	211e11639900121930000	\$0.00
2	1	2	Education Galaxy		\$4,000.00
2	1	3	Goal Getter Cards		\$500.00
2	1	3	Bulletin board data walls		\$2,000.00
2	2	3			\$0.00
2	2	4			\$0.00
3	1	2			\$0.00
3	1	3	Literacy/Steam Event		\$1,000.00
4	1	3	Parent Engagement Night		\$1,313.00
4	2	2			\$0.00
4	3	1	Parent involvement supplies		\$1,000.00
4	3	2			\$0.00
4	3	3			\$0.00
<b>Sub-Total</b>					\$9,813.00
<b>Budgeted Fund Source Amount</b>					\$131,975.00
<b>+/- Difference</b>					\$122,162.00
<b>Grand Total Budgeted</b>					\$131,975.00
<b>Grand Total Spent</b>					\$9,813.00
<b>+/- Difference</b>					\$122,162.00

# Addendums

**2022-23 Title I Campus Budget**

Milam Elementary Gena Ayers

Estimated 2022-23 Title I Budget Allocation: **\$102,465**

Estimated Discretionary Funds: **\$29,510**

2021-2022

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	121	3	30	000	\$2,500	Substitutes
211	11	6118	67	121	3	30	000		Tutoring
211	11	6118	00	121	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	121	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	121	3	30	000	\$72,955	Teacher Salaries, Stipends & Benefits
211	11	6129	00	121	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	121	3	30	000		Region Esc Services
211	11	6248	00	121	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	121	3	30	000	\$12,000	On-line services/Maint agreements
211	34	6294	67	121	3	30	000		Student busing for tutorials
211	11	6297	00	121	3	30	000		Printing
211	11	6299	00	121	3	30	000		Contracted Services - For Students
211	13	6299	00	121	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	121	3	30	000	\$3,000	Instructional Reading materials/books
211	11	6339	00	121	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	121	3	30	000	\$11,460	Technology
211	11	6396	00	121	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	121	3	30	000		Software/Licenses
211	11	6399	00	121	3	30	000		Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	109	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	109	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$102,465</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

flocabulary, education galaxy,

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$1,470</b>	
211	61	6239	00	121	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	121	3	30	215		PFE Contracted Services
211	61	6297	00	121	3	30	215		PFE Printing
211	61	6399	00	121	3	30	215	\$1,000	PFE Supplies
211	61	6411	00	121	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	121	3	30	215	\$470	PFE Snacks
<b>TOTALS</b>								<b>\$1,470</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered	Non-transferrable: Must remain in PFE
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Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_