

Ector County Independent School District
Milam Elementary
2024-2025 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Milam is a Fine Arts Academy Title I school in Ector County ISD. We served 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. Students also have the opportunity to attend Suzuki Violin, Cello, and dance lessons harp lessons, interventions, and high-impact tutoring.

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.

Historical data can be found [HERE](#).

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 2024-25 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.

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:** Teachers have not had consistent data-driven PLCs geared towards building teacher capacity through strategies and lesson preparation.

Problem Statement 2 (Prioritized): Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Student Achievement

Student Achievement Summary

Milam students are 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. 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.

Through PLCs and grade level planning, leaders and teachers held Data Driven Instruction meetings using data from common assessments, classroom assessments, i-Ready, My Math Academy, LLI (Leveled Literacy Intervention), CLI, and MAP to respond to the needs of students. Interventions were held daily in the classroom via small groups using targeted instruction or online virtual high-impact tutoring weekly.

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 teacher support for 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 teacher support for targeted instructional groups.

Problem Statement 3 (Prioritized): Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math. **Root Cause:** Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.

Problem Statement 4 (Prioritized): Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning

District Culture and Climate

District Culture and Climate Summary

At Milam 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.

To ensure 90-100% of student engagement, teachers are trained yearly and utilize the Time/Voice/Body method. This also sets the expectations for transitions within or out of the classroom. There are daily operations, routines, and processes in place to ensure the effective operation of the school. We establish procedures to protect the safety and security of students and guests. Doors are kept locked throughout the day both inside and outside the building, and drop off and pickup areas are designated to minimize traffic before and after school. Minute-by-minute scenarios are created and practiced by staff for all arrival and dismissal scenarios.

District Culture and Climate Strengths

Staff meets in PLCs weekly to study curriculum, learn strategies that challenge students, plan expert instruction, analyze assessments, and plan interventions for students. Processes are in place to ensure the safety of students under our care. Milam consistently passes weekly Safety Audits conducted by the district.

It is clear that a majority of our staff/teachers understands the goals we have for them and our campus. Staff is given an opportunity to give input when making decisions when appropriate. Our students have identified that there are positive and supportive relationships being built at Milam. A majority of our students feel like they are able to learn what is being taught. Staff has identified that there is coaching and feedback occurring at Milam that is productive, frequently provided, timely, effective, and appropriate. Milam has implemented an effective House System, Attendance Rewards Program, and PBIS program.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (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 with strategies that are student centered.

Problem Statement 2 (Prioritized): The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring **Root Cause:** There was not adequate time for staff team building during professional development.

Problem Statement 3 (Prioritized): Teachers are providing Response to Intervention (RTI) for struggling students through Blended Learning and intervention groups, however, staff is not consistently meeting as an RTI Committee. **Root Cause:** There is a need for a staff member to organize, track, and manage the large RTI caseload.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2024-2025 school year, both the Principal and Assistant Principal are new to Milam. The staff retention rate remained consistent with two first year teachers being added to the staff.

ECISD utilizes a variety of recruiting strategies to grow staff, including certification programs, college fairs, para-to-teaching programs, and Odessa Pathways. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process that ensures that candidates are credentialed for the positions they seek. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirements. Finally, the district uses staff recognition programs in conjunction with other retention strategies. ECISD is now the highest-paying district in our region for first-year teachers.

Staff Quality, Recruitment, and Retention Strengths

For the 2024-2025 school year, we are almost fully staffed.

Our staff participates in monthly luncheons, positive notes to the teacher, recognition of staff members, team building events and other activities to keep the morale high on the campus.

Pre-K teachers are all certified, highly qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Milam has 1 classroom with an instructional facilitator. **Root Cause:** Nationwide decline in people seeking careers in education.

Problem Statement 2 (Prioritized): The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring. **Root Cause:** There was not adequate time for staff team building during professional development.

Problem Statement 3 (Prioritized): Teachers are overwhelmed with additional requirements and feel less connected as a campus. **Root Cause:** Lack of structured time management.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. With all the teachers following the scope and sequence and lesson planning together we are creating a more uniform and rigorous instruction model.

Weekly grade-level meetings to discuss grades and assessments have helped us align with a more unified curriculum. We are using the data from weekly assessments, benchmarks, and NWEA data to drive instruction, plan RTI, and structure/teach in small groups and guided reading and math groups.

We will continue to work on the instructional core and to build instructional capacity in our staff. We will use data-driven instruction, instructional rounds, learning laps, coaching, targeted lesson planning, and parent training to create a more cohesive educational foundation for our students. As a non-negotiable, and to improve teacher knowledge around the Science of Teaching Reading, the Milam staff will follow the Saxon phonics curriculum with 100% fidelity.

Milam will be implementing blended learning methods during the 2024-25 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 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.

Curriculum, Instruction, and Assessment Strengths

Milam teachers are, or will be, trained in Guided Reading, LLI, and Do the Math. We have Instructional Specialists and District Coordinators who provide support in the content areas.

Milam now has a Blended Learning Coordinator who meets with the administrative team. Through learning laps, coaching, feedback, and collaboration, teachers will continue to improve student engagement and personalizing with Blended Learning.

Milam implemented effective and productive planning processes for teachers during their scheduled PLCs time that is data driven and focused on building teacher pedagogy.

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 (Prioritized): 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.

Problem Statement 3 (Prioritized): :Instructional and behavioral best practices were shared among grade level teams and not vertical teams. **Root Cause:** Teacher leaders were not utilized effectively across the campus. It was necessary to strengthen horizontal teams before focusing on vertical alignment.

Problem Statement 4 (Prioritized): : Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Family and Community Engagement

Family and Community Engagement Summary

Milam is a Title I campus and will continue to meet the requirements for family engagement for the 2024-25 school year. Parents and family are invited to be involved through parent conferences, surveys, attending PTA meetings, volunteering at school, or helping with events.

Parent and family participation at events that included our Title 1 requirement were:

Monthly Family/Home Connection projects, meet the teacher, parent conferences- fall/spring, academic nights, P.S. I Love You awards assemblies, family nights, bilingual literacy nights, etc.

Multiple forms of communication with parents and families in English and Spanish included: Campus website, SeeSaw, Campus Twitter and Facebook, letters and notes sent home with students, phone calls, parent surveys, student planners, etc.

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.

Family and Community Engagement Strengths

Partnerships between the school's stakeholders play an important role in a school's success- Milam is currently building partnerships between students, families, and the community. Leveraging networks ECISD has access to such as the Inspiration Station.

Milam has reinstated a very successful PTA.

Milam's Fine Arts programs allow for parent very frequent parent involvement and engagement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): 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.

District Organization

District Organization Summary

Milam Elementary is a Prekindergarten through 5th grade campus that hones in on Fine Arts, Blended Learning, fostering rigorous, innovative teaching and learning through a system of building relationships, maintaining high expectations, and mutual accountability for all stakeholders. 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. 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!!

District Organization Strengths

Milam staff and students share in the belief of a caring, nurturing, supportive, and respectful organization that is committed to serving students. Utilizing the Big Rocks hierarchy of management. Milam utilizes T-TESS and Strive to evaluate all staff. Milam administration conducts walkthroughs and provides constructive feedback for all staff.

Problem Statements Identifying District 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:** Targeted instructional groups are not leverage to full capacity.

Problem Statement 3 (Prioritized): Milam students and teachers are not performing to full capacity. **Root Cause:** Lack of walkthrough feedback with constructed coaching cycles with leveraged PLCs.

Technology

Technology Summary

Milam is a one to one campus. Students are given multiple opportunities to demonstrate mastery of skills and new learning utilizing technology. Technology is being used in all content areas for demonstrations, reinforcement and attainment of skills, personalized instruction, and practice. Technology is also being leverage to support teacher growth and development through walkthroughs and coaching.

All classrooms have Promethean boards which are used to project material, for classroom management, student information, and Blended Learning instruction.

Technology Strengths

Having Promethean Boards and one to one device access creates better time management and less loss of classroom instruction during transitions and workstations and allows for personalized instruction. Students and staff at Milam are all trained in Digital Citizenship. Technology is being utilized effectively and appropriately.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning.
Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Priority Problem Statements

Problem Statement 1: Milam's large At-Risk population has several students not meeting the standard on state assessments.

Root Cause 1: Teachers have not had consistent data-driven PLCs geared towards building teacher capacity through strategies and lesson preparation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning.

Root Cause 2: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science.

Root Cause 3: Lack of teacher support for targeted Tier I instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: A low percentage of students reading on grade level and meeting expectations for math STAAR.

Root Cause 4: Lack of teacher support for targeted instructional groups.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math.

Root Cause 5: Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning.

Root Cause 6: Not all teachers have received training in how best to leverage technology through the implementation of blended learning

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Students are not confident in their ability to understand complicated ideas when they are discussed in class.

Root Cause 7: Lack of targeted and consistently rigorous Tier I instruction in all classrooms with strategies that are student centered.

Problem Statement 7 Areas: District Culture and Climate

Problem Statement 8: The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring

Root Cause 8: There was not adequate time for staff team building during professional development.

Problem Statement 8 Areas: District Culture and Climate

Problem Statement 9: Teachers are providing Response to Intervention (RTI) for struggling students through Blended Learning and intervention groups, however, staff is not consistently meeting as an RTI Committee.

Root Cause 9: There is a need for a staff member to organize, track, and manage the large RTI caseload.

Problem Statement 9 Areas: District Culture and Climate

Problem Statement 10: Milam has 1 classroom with an instructional facilitator.

Root Cause 10: Nationwide decline in people seeking careers in education.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring.

Root Cause 11: There was not adequate time for staff team building during professional development.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Teachers are overwhelmed with additional requirements and feel less connected as a campus.

Root Cause 12: Lack of structured time management.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Tier-I Reading and Small Group Reading instruction isn't producing needed performance results.

Root Cause 13: Lack of experience and expertise in STR and ECISD Reading Curriculum.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: A high percentage of students at Milam are not achieving meets and masters standards on STAAR

Root Cause 14: Lack of more rigorous Tier-I instruction.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: :Instructional and behavioral best practices were shared among grade level teams and not vertical teams.

Root Cause 15: Teacher leaders were not utilized effectively across the campus. It was necessary to strengthen horizontal teams before focusing on vertical alignment.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: : Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning.

Root Cause 16: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: Milam needs to improve systems for communicating data to parents.

Root Cause 17: A lack of consistent student data tracking, and communication home from all staff.

Problem Statement 17 Areas: Family and Community Engagement

Problem Statement 18: Milam students are struggling to read and comprehend on grade-level.

Root Cause 18: STR Instruction isn't consistent.

Problem Statement 18 Areas: District Organization

Problem Statement 19: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR.

Root Cause 19: Targeted instructional groups are not leverage to full capacity.

Problem Statement 19 Areas: District Organization

Problem Statement 20: Milam students and teachers are not performing to full capacity.

Root Cause 20: Lack of walkthrough feedback with constructed coaching cycles with leveraged PLCs.

Problem Statement 20 Areas: District Organization

Problem Statement 21: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning.

Root Cause 21: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Problem Statement 21 Areas: Technology

Board Goals

Board Goal 1: 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.

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their Reading RIT goal will increase from 55% to 60%.

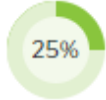

High Priority

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: Weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year.

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: Instructional Leadership Team, Teachers, Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: 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: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, activities, and reteach opportunities across the grade level based upon PLC data digs.</p> <p>Strategy's Expected Result/Impact: Student growth in reading moving tiers leveraging Tier I instruction.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be targeted instruction based upon student academic standard needs. Utilizing blended learning furniture through Title I funds for student ownership and choice of seating during workstations and small groups.</p> <p>Strategy's Expected Result/Impact: Individual student growth in Reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</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> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - District Organization 1, 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 1 Problem Statements:

Demographics
<p>Problem Statement 1: Milam's large At-Risk population has several students not meeting the standard on state assessments. Root Cause: Teachers have not had consistent data-driven PLCs geared towards building teacher capacity through strategies and lesson preparation.</p>
<p>Problem Statement 2: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>

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 teacher support for 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 teacher support for targeted instructional groups.

Problem Statement 3: Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math. **Root Cause:** Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.

Problem Statement 4: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning

School Culture and Climate

Problem Statement 1: 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 with strategies that are student centered.

Curriculum, Instruction, and Assessment

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.

Problem Statement 4: : Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause** : Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

School Organization

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

Problem Statement 2: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR. **Root Cause:** Targeted instructional groups are not leverage to full capacity.

Board Goal 1: 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.

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their Math RIT goal will increase from 68% to 72%.





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: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources (i-Ready Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed at incremental goals, which are determined during documented monthly student/teacher conferences. These strategies and data digs will take place during protected PLC time.</p> <p>Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals through intentional conversations with classroom teacher.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, 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 2 Details	Reviews			
<p>Strategy 2: Teachers will provide targeted instructional support in Math in order to meet individualized needs and promote individual growth after Tier I instruction and tailor workstations to meet students' needs. Utilizing blended learning furniture through Title I funds for student ownership and choice of seating during workstations and small groups</p> <p>Strategy's Expected Result/Impact: Individual student growth in Math.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Achievement 2, 3, 4 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week.</p> <p>Strategy's Expected Result/Impact: Improved intervention process with impact on student growth and achievement.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</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> <p>Problem Statements: Demographics 2 - Student Achievement 3, 4 - District Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Milam's large At-Risk population has several students not meeting the standard on state assessments. Root Cause: Teachers have not had consistent data-driven PLCs geared towards building teacher capacity through strategies and lesson preparation.</p>
<p>Problem Statement 2: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>
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 teacher support for targeted instructional groups.</p>
<p>Problem Statement 3: Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math. Root Cause: Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.</p>
<p>Problem Statement 4: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning</p>
School Culture and Climate
<p>Problem Statement 1: 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 with strategies that are student centered.</p>
Curriculum, Instruction, and Assessment
<p>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.</p>
<p>Problem Statement 4: : Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause : Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>

School Organization

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

Technology

Problem Statement 1: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Board Goal 2: 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.

Performance Objective 1: By May 2025, Milam will use observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 55% at the end of the year 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%, 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: Data folders, Exit tickets, classroom observations, and NWEA MAP administered three times per year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction during protected PLC times.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning and will have monitored progress in reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom teachers</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs</p> <p>Strategy's Expected Result/Impact: Individual student growth in reading.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom teacher.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 3 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2, 4 - District Organization 1, 2 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 45%	 55%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>
Student Achievement
<p>Problem Statement 1: A low percentage of students are achieving the meets and masters categories in reading, math, and science. Root Cause: Lack of teacher support for targeted Tier I instruction.</p>
<p>Problem Statement 3: Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math. Root Cause: Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.</p>
School Culture and Climate
<p>Problem Statement 1: 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 with strategies that are student centered.</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>
<p>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.</p>
<p>Problem Statement 4: : Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause : Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>
School Organization
<p>Problem Statement 1: Milam students are struggling to read and comprehend on grade-level. Root Cause: STR Instruction isn't consistent.</p>

School Organization

Problem Statement 2: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR. **Root Cause:** Targeted instructional groups are not leverage to full capacity.

Technology

Problem Statement 1: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. **Root Cause:** Not all teachers have received training in how best to leverage technology through the implementation of blended learning.

Board Goal 2: 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.

Performance Objective 2: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 58% to and average 63% by May 2025.



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%, 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: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

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: Instructional Leadership Team, Classroom Teacher, and Dyslexia Teacher</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 2 Details	Reviews			
<p>Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum with fidelity.</p> <p>Strategy's Expected Result/Impact: Improved intervention process, classroom teaching, and student engagement campus wide.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 4 - District Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - District Organization 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Milam's large At-Risk population has several students not meeting the standard on state assessments. Root Cause: Teachers have not had consistent data-driven PLCs geared towards building teacher capacity through strategies and lesson preparation.</p>
<p>Problem Statement 2: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning.</p>
Student Achievement
<p>Problem Statement 1: A low percentage of students are achieving the meets and masters categories in reading, math, and science. Root Cause: Lack of teacher support for targeted Tier I instruction.</p>
<p>Problem Statement 3: Not all teachers were providing personalized instruction through targeted instructional groups (small groups) in reading and math. Root Cause: Teachers are just now beginning to implement Blended Learning within their classrooms so not all students received targeted instruction.</p>
<p>Problem Statement 4: Technology was not utilized as effectively in all classrooms as others to enhance the quality of Tier 1 whole group and personalized learning. Root Cause: Not all teachers have received training in how best to leverage technology through the implementation of blended learning</p>
School Culture and Climate
<p>Problem Statement 1: 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 with strategies that are student centered.</p>
<p>Problem Statement 3: Teachers are providing Response to Intervention (RTI) for struggling students through Blended Learning and intervention groups, however, staff is not consistently meeting as an RTI Committee. Root Cause: There is a need for a staff member to organize, track, and manage the large RTI caseload.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 3: Teachers are overwhelmed with additional requirements and feel less connected as a campus. **Root Cause:** Lack of structured time management.

Curriculum, Instruction, and Assessment

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.

School Organization

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

Problem Statement 2: Milam students are not adequately achieving meets and masters standards on the ELAR STAAR. **Root Cause:** Targeted instructional groups are not leverage to full capacity.

Problem Statement 3: Milam students and teachers are not performing to full capacity. **Root Cause:** Lack of walkthrough feedback with constructed coaching cycles with leveraged PLCs.

Board Goal 2: 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.

Performance Objective 3: The percentage of students in 2nd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 49% to and average 55% by May 2025.





High Priority

HB3 Board Goal


Indicators of Success:

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: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction based on PLC data driven decisions.</p> <p>Strategy's Expected Result/Impact: Students will have ownership and positive impact on their academic growth.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</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 3: Positive School Culture, 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 effectively utilize and implement the ECISD HMH curriculum.</p> <p>Strategy's Expected Result/Impact: Improved intervention process, classroom teaching, and student engagement campus wide.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team & Classroom Teachers</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
				

 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.

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





High Priority







HB3 Board Goal

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: 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: Administration, Counselor, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: District Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Student of the month luncheon will take place monthly to promote student belonging beginning in September. Strategy's Expected Result/Impact: Students will build character by practicing monthly character traits. Staff Responsible for Monitoring: Administration, counselor and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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: Teachers will utilize the SEL lessons provided by the district 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>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>				

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 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 with strategies that are student centered.</p> <p>Problem Statement 2: The impact of the social emotional well being of staff was not as effective as intended. A drop in staff belonging was reflective of the Panorama survey in the spring Root Cause: There was not adequate time for staff team building during professional development.</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.

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





High Priority

HB3 Board Goal


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 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. Through Title I funds, teachers and administration will attend research based training to build individual teacher pedagogy that will be brought back to the campus and shared campus wide to build pipelines within the school and increase connectedness.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will feel a sense of belonging and connectedness.</p> <p>Staff Responsible for Monitoring: 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
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions.</p> <p>Strategy's Expected Result/Impact: Improved moral and campus culture.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, staff, committees</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 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.

Performance Objective 3: An AVID Site Team committee, comprised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.









High Priority

HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team. Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies. Staff Responsible for Monitoring: Administrators, teachers, AVID Site team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate WICOR strategies within their lessons. Strategy's Expected Result/Impact: Rigorous and equitable instruction Staff Responsible for Monitoring: AVID Site team, teachers, administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - 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;"> <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>				