

Ector County Independent School District

Milam Elementary

2025-2026 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 serve around 610 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 that 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 1 monolingual and 1 bilingual classroom in Pre-K. 3 monolingual and 2 bilingual teachers in Kindergarten and 3 monolingual teachers and 1 bilingual in all 1st through 5th grades. Historical data can be found below:

Milam STAAR Historical Data											
3rd Math							3rd Reading				
	Appro	Meets	Masters			Appro		Meets	Masters		
2021	58%	21%	10%		2021	63%	33%	12%			
2022	63%	35%	18%		2022	73%	43%	21%			
2023	74%	38%	15%		2023	71%	43%	10%			
2024	79%	43%	10%		2024	82%	42%	13%			
2025	71.00%	40.00%	10.00%		2025	83.00%	49.00%	9.00%			
4th Math					4th Reading						
	Appro	Meets	Masters			Appro	Meets	Masters			
2021	57%	23%	16%		2021	52%	18%	6%			
2022	77%	42%	18%		2022	78%	53%	27%			
2023	71%	48%	11%		2023	74%	38%	15%			
2024	62%	35%	13%		2024	79%	43%	10%			
2025	75.00%	49.00%	21.00%		2025	88.00%	48.00%	14.00%			
5th Math					5th Reading						

Milam STAAR Historical Data											
	Appro	Meets	Masters			Appro	Meets	Masters			
2021	48%	28%	18%			2021	59%	29%	13%		
2022	69%	36%	10%			2022	69%	33%	18%		
2023	90%	46%	18%			2023	77%	52%	16%		
2024	88%	55%	15%			2024	83%	59%	27%		
2025	86%	48.00%	23.00%			2025	78%	58.00%	23%		
5th Science											
	Appro	Meets	Masters		All Grade						
2021	53%	11%	4%			Appro	Meets	Masters			
2022	53%	25%	5%		2021	56%	23%	10%			
2023	67%	34%	11%		2022	69%	38%	17%			
2024	64%	29%	10%		2023	75%	43%	13%			
2025	73%	30.00%	14.00%		2024	76%	44%	15%			
					2025	79%	46.00%	16%			

**Milam Elementary MAP
Students who met growth projection %**

	Math					Reading			Science			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
K	87	73	59	84	79	74	68	76				
1st	67	80	74	74	75	77	72	73				
2nd	77	71	57	66	44	52	73	78				
3rd	43	53	36	37	63	59	67	55	74	81	63	67
4th	58	37	33	37	64	63	53	69	67	63	71	76
5th	56	29	55	57	62	59	63	74	75	66	73	79

Panorama Student Data - Students Grades 3 -5

	Spring 2023	Spring 2024	Spring 2025
Rigorous Expectations	81%	82%	74%

Panorama Student Data - Students Grades 3 -5			
School Safety (ECISD)		75%	74%
School Safety	55%	73%	63%
Connectedness	65%	72%	60%
Sense of Belonging	62%	66%	59%
School Climate	61%	66%	56%
Engagement	61%	62%	52%
Supportive Relationships	89%	90%	89%
Self-Management	70%	74%	72%
Social Awareness	66%	72%	58%
Self-Efficacy	63%	67%	57%
Panorama Staff Data - Teachers & Staff			
	Spring 2023	Spring 2024	Spring 2025
Belonging	68%	72%	76%
School Climate	73%	71%	76%
Well-being	67%	70%	76%
Professional Learning About Equity	71%	60%	73%
School Leadership	71%	81%	73%
Feedback and Coaching	67%	63%	68%
Professional Learning	66%	58%	62%
Cultural Awareness and Action	47%	29%	60%

Demographics Strengths

Milam is a Title I Fine Arts Academy with approximately 610 students where staff demographics are similar to our student demographics mirroring student demographics. Milam has a very small homeless and foster care population. Milam has a growing GT population. Milam has few discipline issues due to our behavior accountability system, SEL opportunities, and restorative practices. Milam has a full-time librarian and counselor for the 2025-2026 school year. Milam offers many fine arts including theater, dance, music, piano, harp, Suzuki violin, orchestra, and art in addition to physical education. Milam has a low mobility rate and strong student retention due to the choice school model.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction.

Root Cause: Inconsistent knowledge of TEKS implementation with 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 to a campus that is leveraging both growth and 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. PLCs were consistent in utilizing data tour protocols provided by ECISD's Assessment and Accountability department in collaboration with administration supplementing the DDI process.

Student Achievement Strengths

The Milam instructional leadership team consistently lead weekly PLCs that were Data Driven. Teachers, including Fine Arts, dug into student data to understand the gaps in student achievement and action steps to work towards closing those gaps. Instructional time for students and teachers was protected to ensure consistency in intentional student practice time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR.

Root Cause: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.

Problem Statement 2 (Prioritized): In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered.

Root Cause: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.

School Culture and Climate

School Culture and Climate Summary

Milam Elementary provides students with a wide range of opportunities to explore their interests beyond the classroom. In addition to exceptional Fine Arts programs that nurture students' creativity and talents, we have expanded access to interventions and tutorials to support academic growth.

Social–Emotional Learning (SEL) is a core component of our campus culture. The integration of the 7 Mindsets framework has significantly contributed to improvements in campus climate and student connectedness. We also implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) system, which includes the House System, positive referrals, Meerkat of the Month lucheons, and morning assembly. Restorative practices and a clearly defined discipline flowchart further support a positive, respectful learning environment. In addition, all families are required to sign a Milam Family Contract to reinforce shared expectations and accountability.

To ensure high levels of student engagement (targeting 90–100%), teachers are trained annually in the Time / Voice / Body strategy, which sets clear expectations for participation, transitions, and student movement both within and outside the classroom.

Milam operates with consistent daily routines, processes, and systems to maintain a safe and orderly learning environment. Safety and security remain a top priority: all interior and exterior doors remain locked during the school day; designated drop-off and pick-up areas are utilized to manage traffic flow; and arrival/dismissal protocols are carefully planned, rehearsed, and implemented through planning by staff.

School 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 conducts 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. Milam is effectively rolling out the House System to build a school culture where all students belong with the saying, "Four Houses, One Milam". Students are given opportunities to hone in on their strengths through the Fine Arts, Physical Education, Science Fair, and our ESports lab. With multiple opportunities for students to excel in the area that best suites them.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year.

Root Cause: There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2 (Prioritized): In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey.

Root Cause: Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Problem Statement 3 (Prioritized): In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey.

Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2025-2024 school year, the Assistant Principal is new to Milam while the Principal is in her second year at Milam. The staff retention rate remained consistent with one instructional facilitator (uncertified teacher without college) in a general education classroom and one bilingual vacancy as of August 2025. All other general education classes are being taught by a certified teacher or DOI teacher (working towards certification). 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. Milam mimics ECISD policies and programs when recruiting and looking to develop staff.

Staff Quality, Recruitment, and Retention Strengths

Milam is almost fully staffed with a piano and 5th grade bilingual vacancy. All other position are currently staffed. For the 25-26 school year Milam has staffed an Instructional Coach to support and leverage coaching cycles for teachers and to enhance professional learning across the campus. All staff including non-instructional have been sorted into Houses as we utilize the House Systems. These staff houses serve as committees for the campus. Staff participates in monthly luncheons, team building events, weekly PLCs, and morning assembly.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute.

Root Cause: Systems are needed in place to develop and communicate pipelines for certification assistance.

Problem Statement 2 (Prioritized): In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey.

Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

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 Milam is creating a more uniform and rigorous instruction model. Milam is using the data from weekly assessments, benchmarks, and NWEA data to drive instruction, plan MTSS, and structure/teach in targeted instructional groups. Utilizing 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 2025-26 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 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

This school year Milam has an instructional coach on staff. 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): In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test.

Root Cause: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.

Problem Statement 2 (Prioritized): In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test.

Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

Problem Statement 3 (Prioritized): In 24-25, only 30% of fifth grade students met grade level expectations on the science STAAR.

Root Cause: Lack of conceptual application for 3rd-5th grade science TEKS across grade levels.

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 2025-26 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: meet the teacher, parent conferences- fall/spring, academic nights, P.S. I Love You, Love Lunches, and Meerkat of the month celebrations. Multiple forms of communication with parents and families in English and Spanish included: Campus website, Facebook, letters and notes sent home with students, phone calls, parent surveys, student planners, and a new communication platform. Milam's Fine Art Opportunities offer many chances for parent engagement and involvement to include: Fall Production/Theatre, Suzuki/Violin Concert, 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 including: Muffins with Misses, Donuts with Dudes, School Dance, etc.

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 a very successful PTA that is growing. 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): In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey.

Root Cause: A lack of consistent student data tracking and communication systems for parent communication.

School Organization

School 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.

School 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. As of July 2025, Milam now has a mascot which is a Meerkat. Milam is a choice school so families must abide by the choice school contract stating that they will not miss more than ten days of school.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text.

Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.

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. Milam has a certified media specialist who provides digital citizenship lessons to students as they rotate through library. All teachers have a laptop. Students utilize Istation and IReady for Math and reading both in school and have access at home. Teachers utilize iReady, Classlinks, Schoology, Eduphoria, and digital platforms to target instruction for students.

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. Milam has a digital technology specialist that supports teachers and staff when assistance is needed on how to utilize the technology.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs.

Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Priority Problem Statements

Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction.

Root Cause 1: Inconsistent knowledge of TEKS implementation with blended learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR.

Root Cause 2: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered.

Root Cause 3: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year.

Root Cause 4: There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey.

Root Cause 5: Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey.

Root Cause 6: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute.

Root Cause 7: Systems are needed in place to develop and communicate pipelines for certification assistance.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey.

Root Cause 8: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test.

Root Cause 9: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test.

Root Cause 10: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: In 24-25, only 30% of fifth grade students met grade level expectations on the science STAAR.

Root Cause 11: Lack of conceptual application for 3rd-5th grade science TEKS across grade levels.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey.

Root Cause 12: A lack of consistent student data tracking and communication systems for parent communication.

Problem Statement 12 Areas: Family and Community Engagement

Problem Statement 13: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text.

Root Cause 13: Lack of targeted instructional group knowledge to apply intentional support to students in reading.

Problem Statement 13 Areas: School Organization

Problem Statement 14: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs.

Root Cause 14: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Problem Statement 14 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Local diagnostic reading assessment data
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70% on the NWEA MAP assessment.







HB3 Board Goal

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: District checkpoints, NWEA MAP administered for K-2 three times a year and 3-5 twice a year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction, interventions, and tutoring will be offered in math. 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: An increase in students achieving and/or exceeding their growth goal in Math.</p> <p>Staff Responsible for Monitoring: Grade-level teacher and the instructional leadership team.</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: After school tutoring stipend/pay - Local - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: Learning platforms - iReady and My Math Academy - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-wide, teachers will provide personalized instruction in math 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 and district models for student ownership and choice of seating during workstations and small groups</p> <p>Strategy's Expected Result/Impact: Individual student growth in NWEA math MAP.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Blended learning furniture, materials, etc. - State Blended Learning Grant</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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

Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. **Root Cause:** Inconsistent knowledge of TEKS implementation with blended learning.

Student Achievement

Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. **Root Cause:** There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.

Curriculum, Instruction, and Assessment

Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. **Root Cause:** Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause:** Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 2: By May 2026, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 46% to 58%.






High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction and this will be observed in classroom walkthroughs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coach, and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use blended learning to differentiate learning during math.</p> <p>Strategy's Expected Result/Impact: Student individual diverse needs will be met.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.</p>
Student Achievement
<p>Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. Root Cause: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.</p>
<p>Problem Statement 2: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. Root Cause: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. Root Cause: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.</p>
School Organization
<p>Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.</p>
Technology
<p>Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.







Performance Objective 3: By May 2026, the percentage of students achieving or exceeding their reading RIT growth goal in grades Kindergarten through 5th grade will increase from 52% to 72% on the NWEA MAP assessment.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA reading data

Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Small group instruction, interventions, and tutoring will be offered in math. 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: NWEA reading data. Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, Dyslexia Teacher</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use blended learning to differentiate learning during reading.</p> <p>Strategy's Expected Result/Impact: Students individual diverse needs will be met. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.</p>

School Organization

Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause:** Lack of targeted instructional group knowledge to apply intentional support to students in reading.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause:** Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 4: By May 2026, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.







High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their science lesson plans and weekly walkthroughs.</p> <p>Strategy's Expected Result/Impact: All science teachers will be well prepared to deliver quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use blended learning to differentiate learning during science lessons.</p> <p>Strategy's Expected Result/Impact: Student diverse needs will be met.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have two PLCs weekly led by a member of the Milam instructional leadership team or district approved support member.</p> <p>Strategy's Expected Result/Impact: All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction.</p> <p>Staff Responsible for Monitoring: Instructional Leadership team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.</p>

Student Achievement

Problem Statement 2: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. **Root Cause:** Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.

Curriculum, Instruction, and Assessment

Problem Statement 3: In 24-25, only 30% of fifth grade students met grade level expectations on the science STAAR. **Root Cause:** Lack of conceptual application for 3rd-5th grade science TEKS across grade levels.

School Organization

Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause:** Lack of targeted instructional group knowledge to apply intentional support to students in reading.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause:** Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.


Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.







Performance Objective 1: By May 2025, the percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 68% to 78%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, iReady, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, Istation, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: An instructional coach has been hired to plan and implement PLCs and coach kindergarten teachers.</p> <p>Strategy's Expected Result/Impact: Kindergarten teachers will receive coaching using the district protocol and high quality PLCs.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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 at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.</p>
School Culture and Climate
<p>Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.</p>

School Culture and Climate

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause:** Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. **Root Cause:** Systems are needed in place to develop and communicate pipelines for certification assistance.

Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause:** Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Curriculum, Instruction, and Assessment

Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. **Root Cause:** Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause:** Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.


Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Performance Objective 2: By May 2025, the percentage of first grade students who meet or exceed their projected growth on MAP reading will increase from 72% to 82%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, iReady, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores.</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.</p>
<p>Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.</p>
Technology
<p>Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.</p>


Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Performance Objective 3: By May 2025, the percentage of second grade students who meet or exceed their projected growth goal on MAP reading will increase from 73% to 83%.





Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.</p> <p>Strategy's Expected Result/Impact: : Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom teacher and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity.</p> <p>Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores</p> <p>Staff Responsible for Monitoring: Classroom teachers and instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.</p>
Family and Community Engagement
<p>Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. Root Cause: A lack of consistent student data tracking and communication systems for parent communication.</p>
School Organization
<p>Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.</p>
Technology
<p>Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.</p>

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: By May 2026, student school connectedness will increase to at least 72% from 60%.



High Priority

HB3 Board Goal

Indicators of Success:


Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Student of the month luncheon will take place monthly to promote student belonging and connectedness beginning in August.</p> <p>Strategy's Expected Result/Impact: Students will build character by practicing monthly character traits.</p> <p>Staff Responsible for Monitoring: Administration, counselor and teachers.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Administration</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Family and Community Engagement 1</p> <p>Funding Sources: I Lead - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.



Performance Objective 2: By May 2026, student panorama data for self-efficacy will increase from 57% to 70%.

High Priority

Indicators of Success:


College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,
 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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Milam will utilize morning assembly where the campus will come together first thing in the morning and will use morning affirmations to build self-esteem.</p> <p>Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom.</p> <p>Staff Responsible for Monitoring: Classroom teachers, supporting staff, and leadership.</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them.</p> <p>Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence.</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselor, and leadership.</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.







Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, an AVID Site Team committee, comprised of various teachers, will collaborate to align the work of AVID and Blended Learning within the classroom.

High Priority

HB3 Board Goal

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 utilizing district AVID support. 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, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate WICOR strategies within their lessons and across content. Strategy's Expected Result/Impact: Rigorous and equitable instruction. Staff Responsible for Monitoring: AVID Site team, teachers, administrators.</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Culture and Climate 1 - School Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.
School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students. Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. Root Cause: A lack of consistent student data tracking and communication systems for parent communication.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, all students and staff will be sorted into Houses utilizing the Ron Clark Academy House System in which students will engage in student led house meetings to have student voices heard.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: All students and staff will be sorted into houses by September 2025. Strategy's Expected Result/Impact: All students will have a connect space of students in which they belong. Staff Responsible for Monitoring: Leadership Team</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Student and staff house meetings with planned agendas surrounding the campus improvement plan goals will begin no later than October 2025. Strategy's Expected Result/Impact: Student and staff show growth in voice, belonging, and connectedness. Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.52, 2.53 Problem Statements: School Culture and Climate 1, 2, 3 - Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause:** Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Family and Community Engagement







Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, student daily attendance will increase to 98% from 96%.

High Priority

Evaluation Data Sources: Monthly attendance dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will contact parents at three absences a month. Strategy's Expected Result/Impact: Parent Connections and increased student attendance. Staff Responsible for Monitoring: Classroom Teachers and Administration</p> <p>Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will utilizing parent contact through the use of attendance growth plans for two way parent communication once students reach eight absences. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Culture and Climate



Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, the staff professional learning will increase to at least 72% on the Panorama survey.


High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Formation of various campus committees to develop teamwork and teacher voice in campus decisions through the use of the Ron Clark Academy House System.</p> <p>Strategy's Expected Result/Impact: Improved moral and campus culture.</p> <p>Staff Responsible for Monitoring: Administration, teachers, staff, and committees.</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. Through Title I funds and/or local 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 professional growth.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have increased knowledge and increased sense of appropriate professional learning.</p> <p>Staff Responsible for Monitoring: All teaching staff and administration.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: Professional Development - Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause:** Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention







Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause:** Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, Milam will be fully staffed with high quality teaching staff that are certified and/or working towards their certification.

High Priority

Evaluation Data Sources: Teacher certification, staffing, and retention

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will participate in goal setting meetings with the campus instructional team to create two goals, one being a professional development goal. If teaching staff is not certified, administration will support that teacher utilizing district resources.</p> <p>Strategy's Expected Result/Impact: Teachers will reach professional learning goals through action steps achieved throughout the year.</p> <p>Staff Responsible for Monitoring: Staff and Instructional Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Milam will continue engaging in community recruiting practices.</p> <p>Strategy's Expected Result/Impact: Highly qualified staff in all teaching positions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. **Root Cause:** Systems are needed in place to develop and communicate pipelines for certification assistance.

Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause:** Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After school tutoring stipend/pay		\$3,000.00
1	1	2	Learning platforms - iReady and My Math Academy		\$0.00
3	1	2	I Lead		\$0.00
5	1	2	Professional Development		\$1,000.00
Sub-Total					\$4,000.00
State Blended Learning Grant					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Blended learning furniture, materials, etc.		\$0.00
Sub-Total					\$0.00