

Wichita Falls Independent School District

Milam Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

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

Vision

The Vision of Ben Milam Elementary is everyone learns everyday.

Value Statement

ROAR

Relationships

Opportunities

Achievements

Responsibilities

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2025

Demographics

Demographics Summary

Demographics Summary

- Female: 49%
- Male 51%

Ethnicity/Race

Hispanic-Latino: 41%

African American: 10.18%

White: 37.17%

Two-or-More: 9.07%

Student by Program/Group:

Gifted and Talented: 5%

Special Education (SPED): 28%

Economically Disadvantaged: 69%

Limited English Proficient (LEP): 15 -3.23%

Demographics Strengths

- 97% Staff Retention
- Diversified student body ranging from affluent families, middle class and students living in lower income housing.
- High level of PTO involvement.

- Activities are planned to build relationships with families in our different populations.
- Consistency in the administration team (principal, counselor, AP, Instructional Coach) will be helpful in keeping coherency in programs currently in place, as well as, provide the opportunity for growth moving forward.

We have both ends of the spectrum here at Milam. We have \$400,000 homes and poverty levels. We do have a high rental population directly around the school. We have doctors, lawyers, airmen, parents who work at Walmart or boost mobile, all the way to parents who do not have jobs. Our strength is that we are diverse, our weaknesses are that we have to bridge the gap between those two, especially in the classrooms. Across the board we are diverse. In parent age, we have age across the board. We have very young parents all the way to grandparents raising children. We do see high numbers of non parental guardians at Milam. As far as crime rates, we do see a high rate among parents in the schools. English and Spanish are our two most spoken languages. We do have some Asian speaking families as well.

Problem Statements Identifying Demographics Needs

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

Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CLI assessments, TxKEA, Unit Assessments, MAP data, UFLI, iXL and additional summative assessment and a variety of formative assessments, and STAAR.

Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the ARD, LPAC, 504, MTSS process.

[Teacher Milam 3-5 Data 24-25](#)

[Milam 24-25 Assessment Data](#)

[Teacher Milam KG-2nd Grade Data Sheet](#)

[Milam UFLI Data Sheet 2024-2025](#) [2024-2025 Planning Guides](#)

[UFLI Scope & Sequence](#)

[24-25 Tutor Plan](#)

[Milam MAP Continuums](#)

[Milam UFLI Data Sheet 2024-2025](#) [24-25 WFISD MAP scores](#)

[2024 - 2025 RTI SCOPE AND SEQUENCE FROM MOY TO EOY](#)

Student Learning Strengths

Students met MAP Growth Projections in 7 of 13 areas.

1st grade Reading missed

2nd grade Reading missed

4th grade Reading missed

1st grade math missed by .3

4th math missed by .1

5th grade math missed

PreK showed overall improvement throughout the year and consistently scored higher than the district average and from the previous school year.

Domain 1 Scale : 0 - 34 = F 35 - 40 = D 41 - 52 = C 53 - 59 = B 60+ = A
Domain 2A Scale : 0 - 55 = F 56 - 62 = D 63 - 70 = C 71 - 79 = B 80+ = A

Milam (Mid C)

Domain 1=High C Domain 2A = Low C

	MOY MAP					EOY MAP					STAAR				
	Approaches	Meets	Masters	Domain 1	D2A	Approaches	Meets	Masters	Domain 1	D 2A	Approaches	Meets	Masters	D 1	Domain 2A
3rd Reading	89%	50%	23%	54		43/49=88	33/49=67	10/49=20	58	-	84	57	12	51	-
3rd Math	86%	77%	21%	61		42/49=86	35/49=71	14/49=29	62	-	80	61	33	61	-
4th Reading	89%	48%	22%	53		35/46=76	27/46=59	13/46=28	54	29/66=55.9	85	49	19	51	29.25/44=66.5
4th Math	85%	52%	22%	53		35/46=76	27/46=59	10/46=22	52	27.5/64=62.5	79	49	17	48	28.5/44=64.8
5th Reading	78%	57%	30%	55		54/65=83	42/65=65	23/65=35	61	51/61=83.6	78	57	29	55	46.75/61=76.6
5th Math	76%	48%	17%	47		54/65=83	29/65=45	11/65=17	48	41.25/62=66.5	69	34	15	39	33.75/62=54.4
5th Science	73%	32%	11%	39		50/65=77	30/65=46	11/65=17	47	-	72	34	14	40	-
Totals				51	67.5					70.5				49	138.25/216=65.5

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Reading Data shows not all students grew a full year. STAAR data shows 5th grade has not made growth projections. 5th grade science has not made domain 1 scores.

Root Cause: High growth in 3rd and 4th grade make it hard for 5th grade to keep up Extreme behaviors (especially in 1st and 5th grade males) High special education population Mobility of students New teachers to grade level/content New curriculum

School Processes & Programs

School Processes & Programs Summary

In 2025, Milam will have 2 new teachers; neither are new to the profession.

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

ELAR: Amplify

Math: Blue Bonnet

Science: McGraw Hill

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

Kindergarten through 5th grade now have 1:1 Chromebook as well as Chromebook cars.

PreK-5 have ViewSonic boards.

Instructional strategies and supports will be used with fidelity based on Milam Instructional Framework.

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

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

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

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

Milam retained a higher number of teachers than in past years and hired for new positions early. 95% retention.

School Processes & Programs Strengths

- Process for recruiting and retaining high quality staff
- Include teachers and other staff in decision making
- Improving student academic achievement
- Special programs meet the needs of students
- Plan for the integration of technology
- Maximize instructional time
- Plan for school safety
- Celebrations and affirmations
- PLC time built into the day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 19% of students lost instruction time due to discipline referrals.

Root Cause: 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.

Perceptions

Perceptions Summary

Strengths: Staff and Student safety, low staff turnover, staff support with each other as well as administration, engaging students in everyday activities (academic and nonacademic), parent involvement, and parents think very highly of us when completing the CKH survey.

Weaknesses: Consequences aligning with the behavior of a student and being appropriate for the given behavior, teacher mentoring for new and struggling staff (more pop ins, instructional rounds, and mentoring with a teacher that can help with classroom management, discipline, curriculum and other useful strategies).

Perceptions Strengths

Summary: Milam is a welcoming place for students, staff and parents. Morale has improved drastically this year. Teachers feel like they are celebrated through community, outreach, hospitality, and amongst the staff. If we had an increase in teacher mentoring between staff to help struggling and first year teachers a little more, we believe it would allow more teachers to feel secure in their teaching abilities and will allow for us to be more successful in achieving our goal of retaining teachers. Another area in which we feel we can grow is to focus on having a strong balance of CKH principles and appropriate consequences for a given behavior/situation.

- Milam Manners are implemented in common areas
- PLC meetings weekly
- Site Based Committee
- Campus Teams
- Bengal Buddies, StuCo, Choir, Drama Club, UIL, Robotics, STEAM club
- PTO, family nights, CKH newsletters, grade level newsletters, technology sources to communicate with parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys.

Root Cause: Lack of adequate time and resources to meet the needs of our students

Priority Problem Statements

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

Root Cause 1: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement

Problem Statement 1 Areas: Demographics

Problem Statement 2: MAP Reading Data shows not all students grew a full year. STAAR data shows 5th grade has not made growth projections. 5th grade science has not made domain 1 scores.

Root Cause 2: High growth in 3rd and 4th grade make it hard for 5th grade to keep up Extreme behaviors (especially in 1st and 5th grade males) High special education population Mobility of students New teachers to grade level/content New curriculum

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys.

Root Cause 3: Lack of adequate time and resources to meet the needs of our students

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 19% of students lost instruction time due to discipline referrals.

Root Cause 4: 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Retain 90% of staff at the end of the 25-26 school year.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will recruit, hire and train skilled professionals in all areas, including administration, teachers, support staff, certified non teaching staff, etc, in ongoing effort to increase student achievement. Strategy's Expected Result/Impact: HR Job Fairs Social Media New PEOple training Region 9 New Teacher Staff Responsible for Monitoring: Administration and Instructional Coach, Region 9 TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional coach will be employed and utilized to support the growth and development of all teachers. Strategy's Expected Result/Impact: Teachers should be equipped with the necessary resources to accomplish all campus and district initiatives, meeting the needs of all students. Teachers should also be provided appropriate models of high level instruction. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	May	June

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

Strategy 6 Details	Reviews			
Strategy 6: The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan. Strategy's Expected Result/Impact: Higher level of overall instruction, performance in each classroom. Staff Responsible for Monitoring: Principal, HR TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	Reviews			
Strategy 7: Discipline Management: All staff will complete modules online regarding Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, conflict resolution, prevention, prevention of unwanted physical or verbal aggression, and anti violence techniques. A TBSI team will be assembled and trained in TBSI and Handle With Care. All students will be trained on Internet Safety. HRS Elements, elements of Conscious Discipline, and CKH strategies will also be implemented. Strategy's Expected Result/Impact: Increased awareness and safety on the campus. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement
Student Learning
Problem Statement 1: MAP Reading Data shows not all students grew a full year. STAAR data shows 5th grade has not made growth projections. 5th grade science has not made domain 1 scores. Root Cause: High growth in 3rd and 4th grade make it hard for 5th grade to keep up Extreme behaviors (especially in 1st and 5th grade males) High special education population Mobility of students New teachers to grade level/content New curriculum

School Processes & Programs
Problem Statement 1: 19% of students lost instruction time due to discipline referrals. Root Cause: 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.
Perceptions
Problem Statement 1: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys. Root Cause: Lack of adequate time and resources to meet the needs of our students

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: READING / LITERACY

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

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

Students with IEPs will make at least 10% growth toward goals.

STAAR: 3rd - 5th grade students will have a combined Domain 1 score of 78 or better, Domain 2A 75 or better, Domain 2B 81 or better, Domain 3 of 77 or better for a combined total of 80 or better.

High Priority

Evaluation Data Sources: MAP

iXL

Unit Assessments

Interim Assessments

STAAR Scores

EOY tests

Running Records

Strategy 1 Details	Reviews			
Strategy 1: Teachers will: Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (MTSS, RtI process, Instructional Coaching, TAG, etc.) into the 25-26 school year. Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills. Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction. Paper based resources, technology devices and equipment, manipulatives, small group intervention materials, and other resources will be used to meet the needs of students. Students will track their own data using district provided resources and teacher-led conferences. Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in literacy components. Staff Responsible for Monitoring: Teachers Administration Instructional coach Curriculum Dept. - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Small group supplies and materials - whiteboards, paper, games, etc. - Title 1 Part A - 211e11639900121930000	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Provide students access to supplemental resources and on-line curriculum resources, including, but not limited to: Digital books, Library Resources, iXL, TPT School Access, Flocabulary, etc. Strategy's Expected Result/Impact: Students will make anticipated progress in all contents. Staff Responsible for Monitoring: Administration Instructional coach Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Flocabulary - Title 1 Part A - \$4,000	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will utilize either classroom displays, student binders, or digital data binders for monitoring student progress. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Bulletin board data walls - Title 1 Part A - \$2,000, Goal Getter Cards - Title 1 Part A - \$500	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details		Reviews			
Strategy 4: Provide cross-curriculum experiences that include exposure to new skills as well as utilizing already learned skills through field trips and other practical experiences. Strategy's Expected Result/Impact: To enhance student learning by integrating new skills with previously learned concepts through practical experiences. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Perceptions 1		Formative			Summative
		Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement
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Perceptions
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: MATH / NUMERACY

Circle PM: PreK will have at least 80% of students on grade level for Mathematics by EOY
MAP: Kindergarten - 5th grade MAP (including Science) will meet growth projections for MAP
Students with IEPs will make at least 10% growth toward goals.
STAAR: 3rd - 5th grade students will have a combined domain 1 score of 78 or better, Domain 2A 75 or better, Domain 2B 81 or better, Domain 3 of 77 or better for a combined total of 80 or better.

- High Priority**
- Evaluation Data Sources:** MAP
- EOY Tests
- Benchmarks
- STAAR
- Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement best practice math instructional strategies based on Bluebonnet math and HRS NASOT and district curriculum planning guides using instructional effective resources and technology such as interactive boards, iXL, district provided curriculum, Flocabulary, and other resources. Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in grade level math components. Staff Responsible for Monitoring: Administration Instructional coach Region 9 TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and tutors will create and maintain tracking sheets or other ways to track progress and set goals for improvement in K-5. Strategy's Expected Result/Impact: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. *SCE funds will be used to provide subs and upgrade and enhance school wide instructional programs and data tracking. Hire effective, reliable tutors in math and reading beginning in the first semester and continuing in the second. Hire substitutes to cover classes while teachers pull tutoring groups in reading, writing, science, and math if needed Provide after school tutoring Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Tutors - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use adopted district curriculum calendars and planning guides to plan lessons aligned with district's scope and sequence. ** Title /SCE funds will be utilized to provide supplemental resources and opportunities for children to acquire the Texas Essential Knowledge and Skills. Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts. SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with. Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (MTSS, RtI process, Instructional Coaching, TAG, etc.) into the 25-26 school year. Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills. Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction. Paper based resources, technology devices and equipment, manipulatives, small group intervention materials, and other resources will be used to meet the needs of students. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Each student will receive targeted instruction based on individual learning need. Students will progress and exceed progress in numeracy components. Staff Responsible for Monitoring: Administration Teachers Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement

Student Learning

Problem Statement 1: MAP Reading Data shows not all students grew a full year. STAAR data shows 5th grade has not made growth projections. 5th grade science has not made domain 1 scores. **Root Cause:** High growth in 3rd and 4th grade make it hard for 5th grade to keep up Extreme behaviors (especially in 1st and 5th grade males) High special education population Mobility of students New teachers to grade level/content New curriculum

Goal 3: Connect high school to career and college.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Make students aware of post-secondary opportunities through: interactive programs, practical experiences, guest speakers (author), counselor lessons that integrate career and college choices, 5th grade scheduling with middle school. Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Aid with transition of students to other grade levels Staff Responsible for Monitoring: All staff - TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide exposure to new skills and potential areas of interest through field trips, after school clubs, Student Council and UIL. Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities. Staff Responsible for Monitoring: Sponsors, Administration, grade levels TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide exposure to new skills and potential areas of interest in the areas of STEAM and Literacy with a parent involvement event Strategy's Expected Result/Impact: Increase student exposure to new skills and areas related to STEAM. Staff Responsible for Monitoring: Counselor, Principals, Teachers TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 Funding Sources: Literacy/Steam Event - Title 1 Part A - \$1,000	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement
Perceptions
Problem Statement 1: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys. Root Cause: Lack of adequate time and resources to meet the needs of our students

Goal 4: Improve low performing schools.

Performance Objective 1: Increase overall campus attendance rate to 95% or higher for the 2025-2026 school year.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: We will identify and monitor students with chronic attendance issues and utilize campus and district resources and personnel to improve attendance. We will refer students to truancy court and offer make-up school. We will attempt to address social, emotional, and academic needs of all students. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee Counselor TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will utilize our EZ Volunteer system to track minutes of students for late arrival and early departure. We will follow-up with the parents of those students who are chronically arriving late and/or being picked up early. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Administration Attendance Clerk TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details		Reviews			
Strategy 3: We will utilize the CKH and Conscious Discipline model to deepen relationships with students. Students will have ownership in classroom expectations and throughout our building and will provide a parent engagement night to correlate to our campus CKH and Conscious Discipline model for manners, handshakes, and creating connections with families. Strategy's Expected Result/Impact: Students will feel valued, respected, and loved, thus promoting positive attendance. Staff Responsible for Monitoring: Principal Teachers - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Parent Engagement Night - Title 1 Part A - \$1,313		Formative			Summative
		Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement
School Processes & Programs
Problem Statement 1: 19% of students lost instruction time due to discipline referrals. Root Cause: 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.
Perceptions
Problem Statement 1: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys. Root Cause: Lack of adequate time and resources to meet the needs of our students

Goal 4: Improve low performing schools.

Performance Objective 2: We will have less than 19% of students referred to the office for discipline referrals.

Evaluation Data Sources: Skyward Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Students participate in fitness gram assessment and character education opportunities. Strategy's Expected Result/Impact: Increased support for individual students who may be experiencing difficult or extreme living situations Educate students on proper hygiene, healthy eating, and good life habits Asses physical abilities in PE Staff Responsible for Monitoring: Administration Counselor PE teacher DARE officers TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be motivated with celebrations and affirmations programs through classroom level recognition and campus level recognition to increase student test scores. Celebrations Affirmations Class Parties Fun Fridays Classroom Motivators/Incentives Strategy's Expected Result/Impact: Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, safe, and ready to learn. Staff Responsible for Monitoring: All staff - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We are unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement

School Processes & Programs

Problem Statement 1: 19% of students lost instruction time due to discipline referrals. **Root Cause:** 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.

Perceptions

Problem Statement 1: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys. **Root Cause:** Lack of adequate time and resources to meet the needs of our students

Goal 4: Improve low performing schools.

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

Evaluation Data Sources: Agendas
Sign-In Sheets

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

Strategy 3 Details	Reviews			
Strategy 3: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Strategy's Expected Result/Impact: Parents will become aware of various aspects of literature, including genres and key concepts. Staff Responsible for Monitoring: Teachers and administrators - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We are unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent resources and programs Socioeconomic status gap between affluent and poor Lack of consistent parental/family involvement
School Processes & Programs
Problem Statement 1: 19% of students lost instruction time due to discipline referrals. Root Cause: 18 students had more than 3 office referrals. Lack of proper mentor program implementation 75 students received office referrals in the 2024-2025 school year. Lack of consistent structure and implementation of preventative measures for behavior management.
Perceptions
Problem Statement 1: Students do not feel as supported in non-academic scenarios as much as they do in academic scenarios per the CKH surveys. Root Cause: Lack of adequate time and resources to meet the needs of our students

State Compensatory

Budget for Milam Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Milam Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzalez, Norma	Para	1
Guthrie, Jamie	Para	1
Jessica Tucker	Para-PE	1
Katelin Mangelli	Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Lacey	Instructional Coach	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5	Staff PD, Instructional Rounds		\$0.00
2	1	1	Small group supplies and materials - whiteboards, paper, games, etc.	211e11639900121930000	\$0.00
2	1	2	Flocabulary		\$4,000.00
2	1	3	Goal Getter Cards		\$500.00
2	1	3	Bulletin board data walls		\$2,000.00
2	2	3			\$0.00
2	2	4			\$0.00
3	1	2			\$0.00
3	1	3	Literacy/Steam Event		\$1,000.00
4	1	3	Parent Engagement Night		\$1,313.00
4	2	2			\$0.00
4	3	1	Parent involvement supplies		\$1,000.00
4	3	2			\$0.00
4	3	3			\$0.00
Sub-Total					\$9,813.00
Budgeted Fund Source Amount					\$105,055.00
+/- Difference					\$95,242.00
Grand Total Budgeted					\$105,055.00
Grand Total Spent					\$9,813.00
+/- Difference					\$95,242.00