

Wichita Falls Independent School District

Milam Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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 ensure that our community of learners has access to a quality education through caring adults using varied teaching strategies to create independent, creative thinkers.

Vision

The Vision of Ben Milam Elementary is student focused so that this school can be a point of pride for families that are confident that their children are receiving a quality education.

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2020

Demographics

Demographics Summary

Demographics Summary

- Female: 47.51%
- Male 52.49%

Ethnicity

- Hispanic-Latino: 31.61%

Race

- Asian 0.96%
- Black - African American 11.49%
- White 48.85%
- Two-or-More 7.09%

Student by Program/Group:

Free Lunch Participation 59.00%

Reduced Lunch Participation 7.85%

Gifted and Talented 2.87%

Special Education (SPED) 13.98%

Economically Disadvantaged 66.86%

Limited English Proficient (LEP) 2.49%

Section 504 4.21%

Demographics Strengths

- Diversified student body-middle class and students living in lower income housing.
- High level of PTO involvement.
- To help strengthen discipline rates between gender, ethnicity, and socio-economic status more training of CKH and Conscious Discipline strategies are in place for the next school year.
- Activities are planned to build relationships with families in our different populations.
- At this time, we will begin the 2020-21 school year with fewer new staff members to our campus than we have in previous school years. Consistency in the administration team (with the exception of a new AP) and coaches will also be helpful in keeping coherency in programs currently in place, as well as, provide the opportunity for growth moving forward.
- Some of the systems in place to support first year teachers, teachers new to a content area/grade level, and staff members new to our campus are: the Milam mentor program, instructional coaches, the new teacher academy, curriculum specialist support, and district/campus professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Certain student groups, specifically Economically Disadvantaged, African American, and Hispanic students, met grade level on the state assessments at a much lower percentage compared to other students. **Root Cause:** Lack of data tracking and progress monitoring for students.

Problem Statement 2: We did not meet the federal performance standard for academic achievement in reading and math for students who are continuously enrolled versus students who are not continuously enrolled in 2020. **Root Cause:** Staff retention and consistence campus systems.

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, Texas Primary Reading Inventory (TPRI), iStation, district benchmarks, 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 RtI and SST processes.

In 2019-In the four indexes assessed for the state accountability area, Milam scored (D-67) Student Achievement; (D-67) Student Progress; (F-42) Closing Performance Gaps; and a (D-60) Overall Score. Our Closing the Achievement Gaps score dropped significantly. We believe this may be contributed to teacher turnover in the STAAR grade levels and change in administration.

2019

Kinder EOY M: 90% Approaches, 84% Masters

1st EOY M: 87% Approaches, 46% Masters

2nd EOY M: 13% Approaches, 0% Masters This area will be addressed in the upcoming year.

STAAR Scores 2019

3rd M: 71% Approaches, 31% Meets, 15% Masters

3rd R: 61% Approaches, 28% Meets, 15% Masters

4th M: 54% Approaches, 17% Meets, 3% Masters

4th R: 58% Approaches, 19% Meets, 3% Masters

4th W: 36% Approaches, 16% Meets, 1% Masters

5th M: 85% Approaches, 51% Meets, 21% Masters

5th R: 73% Approaches, 48% Meets, 28 % Masters

5th S: 72% Approaches, 50% Meets, 32% Masters

STAAR was not administered in 2020 due to COVID-19.

Student Learning Strengths

Kindergarten and 1st grade are performing well in Math.

Kinder EOY M: 90% Approaches, 84% Masters

1st EOY M: 87% Approaches, 46% Masters

Students performed high at the 5th grade level where we have veteran teachers.

5th M: 85% Approaches, 51% Meets, 21% Masters

5th R: 73% Approaches, 48% Meets, 28 % Masters

5th S: 72% Approaches, 50% Meets, 32% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students begin the year below grade level. **Root Cause:** We have not had a system in place for goal-setting and data tracking.

Problem Statement 2: IStation, Education Galaxy, and Scientific Learning (computer based programs)) progress are not as high as we would expect considering the time it takes to implement these systems as well as lack of technology systems in general such as Mimios, Doc. Cameras, Chromebooks, Chromebook carts, etc). **Root Cause:** Headphones, carts, Mimios. document cameras, etc. not adequately supplied and technology issues continue to be a barrier.

Problem Statement 3: Milam students struggle to meet the Domain 3 indicator for growth. **Root Cause:** Teacher turnover, lack of effective tier 1 instruction and resources, social and emotional issues.

School Processes & Programs

School Processes & Programs Summary

In 2020, Milam will have a new assistant principal and 11 new staff members with 2 being brand new teachers-PreK and 1st grade.

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

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Teachers implement Balanced Literacy and Guided Math as part of the district initiatives. Three years ago Milam went through High Reliability Schools Training (HRS). Last year, Milam went through Capturing Kids Hearts training. Seven staff members attended the Get Your Teach On conference in June. All staff has been trained in Seidlitz. New teachers attend the New Teacher Academy.

Kindergarten through 5th grade will continue to have at least 1:12 with many being 1:1 chromebooks as well as Mimio's, document cameras, chromebook carts, headphones, etc.

Balanced literacy, guided math, and other instructional strategies and supports will be used with fidelity.

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

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

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

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

Discipline referrals decreased during the 2019-2020 school year. Milam retained a higher number of teachers than in past years and hired for new positions early. The use of meaningful technology is improving due to the incorporation of a campus Instructional Technology Specialist. Exposure to technology in the lower grades has increased. The data desegregation procedures implemented this year have improved student growth and helped teachers better plan for student interventions.

School Processes & Programs Strengths

- Process for recruiting and retaining high quality staff
- Include teachers and other staff in decision making

- Improving student academic achievement
- Special programs meet the needs of students
- Plan for the integration of technology
- Maximize instructional time
- Plan for school safety
- Celebrations and affirmations
- PLC time built into the day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior impeded learning in the classroom. **Root Cause:** Lack of school-wide discipline system, lack of CKH and Conscious Discipline implementation, and too many incentives implemented at one time

Problem Statement 2: Tier 1 instruction is not consistent. **Root Cause:** Lack of vertical alignment common time, lack of resources

Problem Statement 3: No effective system for analyzing student progress in Math for K-2. **Root Cause:** No campus system in place.

Problem Statement 4: Student progress and formative assessment for literacy and numeracy is not discussed frequently enough. **Root Cause:** There has not been a campus system for Data-Driven Instruction

Perceptions

Perceptions Summary

Milam has a culture in which all members work hard, but efforts need to be streamlined. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Milam believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe. We invite community members to come and see what we are about. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn.

Milam is a safe, kind, welcoming school but we need to work on the unity of staff. Overall, students and parents like our school and say many nice, positive things about Milam. Administration along with PTO helped to provide rewards and celebrations for students and staff. Although referrals went down and there were no DEAP placements, discipline continues to be an issue; but with the addition of the 1st grade inclusion class and Conscious Discipline push next year, along with a strong administration team, Milam will continue to lower office referrals and be a place where all students can learn and be safe.

Perceptions Strengths

CKH, safe school, dismissal, mentoring for new teachers, character ed, overall atmosphere of campus was better, administration did a great job making staff feel appreciated, 1st grade inclusion class for next year, integration of Conscious Discipline next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Milam has a small percentage of students that struggle with appropriate social behaviors. These students repeatedly receive discipline referrals. **Root Cause:** Lack of campus-wide systems and consistency with student/staff celebrations, HWC, TBSI and Conscious Discipline, and CKH

Problem Statement 2: Staff are not as unified as we need to be. **Root Cause:** Frequent turnover, stress of the job.

Priority Problem Statements

Problem Statement 1: A significant number of students begin the year below grade level.

Root Cause 1: We have not had a system in place for goal-setting and data tracking.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Certain student groups, specifically Economically Disadvantaged, African American, and Hispanic students, met grade level on the state assessments at a much lower percentage compared to other students.

Root Cause 2: Lack of data tracking and progress monitoring for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student behavior impeded learning in the classroom.

Root Cause 3: Lack of school-wide discipline system, lack of CKH and Conscious Discipline implementation, and too many incentives implemented at one time

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Milam has a small percentage of students that struggle with appropriate social behaviors. These students repeatedly receive discipline referrals.

Root Cause 4: Lack of campus-wide systems and consistency with student/staff celebrations, HWC, TBSI and Conscious Discipline, and CKH

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data








Goals





Revised/Approved: July 6, 2020

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

Performance Objective 1: Retain 85% of staff at the end of the 20-21 school year.

Evaluation Data Sources: Mentors assigned
 New Teacher Academy Agenda
 New Teacher Academy Sign in Sheets
 Table Talk Survey

<p>Strategy 1: Each staff member new to Milam will be provided a mentor/go-to person for the duration of the year. Strategy's Expected Result/Impact: New teachers' planning and teaching skills will improve. Staff Responsible for Monitoring: Administration and Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title 1 Part A</p>	Formative Reviews		
<p>Strategy 2: Two instructional coaches 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 Funding Sources: 2 FTEs - 50% - Title 1 Part A - \$70,000</p>	Formative Reviews		
<p>Strategy 3: Each staff member will be provided at least 2 documented walkthroughs by campus administrators, in addition to TTESS evaluation. 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</p>	Formative Reviews		
	Nov	Feb	May
			
	Nov	Feb	May
			
	Nov	Feb	May
			

<p>Strategy 4: Professional learning community meetings will be provided during the work day, for teams to have the opportunity to collaborate with one another and with additional staff.</p> <p>Strategy's Expected Result/Impact: Staff members should support one another through collaboration, data dis-aggregation, and instructional strategies on a weekly basis.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p>	Formative Reviews		
<p>Strategy 5: Staff will be offered staff development opportunities, either on campus, within district, or out of district, throughout the year. *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Instructional practices, District Initiatives, social-emotional learning, CKH, Conscious Discipline, Technology, Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Improvement in content knowledge, planning and lesson delivery.</p> <p>Staff Responsible for Monitoring: Administration/ICs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Staff PD, Instructional Rounds - Title 1 Part A</p>	Formative Reviews		
<p>Strategy 6: High Quality: All staff will be certified and highly qualified. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified Status. Any non qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Higher level of overall instruction, performance in each classroom.</p> <p>Staff Responsible for Monitoring: Principal, HR</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative Reviews		
<p>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. Conscious Discipline and CKH strategies will also be implemented.</p> <p>Strategy's Expected Result/Impact: Increased awareness and safety on the campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: Perceptions 1</p>	Formative Reviews		
<p>Strategy 8: Two COVID Paras will be employed and utilized to support the growth and development of all students.</p> <p>Strategy's Expected Result/Impact: Higher level of overall instruction, performance in each classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative Reviews		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Certain student groups, specifically Economically Disadvantaged, African American, and Hispanic students, met grade level on the state assessments at a much lower percentage compared to other students. **Root Cause:** Lack of data tracking and progress monitoring for students.

Perceptions

Problem Statement 1: Milam has a small percentage of students that struggle with appropriate social behaviors. These students repeatedly receive discipline referrals. **Root Cause:** Lack of campus-wide systems and consistency with student/staff celebrations, HWC, TBSI and Conscious Discipline, and CKH

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2021, 70% of 1st grade students will be reading at or above grade level.





By May 2021, 80% of 2nd grade students will be reading at or above grade level.






Increase the % of 3rd-5th grade students scoring at or above Meets Standard on Reading STAAR from 32% to 44% in May 2021. (DBA showed 35.29% meets for reading for 3-5). (STAAR not administered during 2020, due to Covid 19)

Targeted or ESF High Priority

Evaluation Data Sources: MAP

- Education Galaxy Reports
- Unit Assessments
- Interim Assessments
- STAAR Scores
- EOY tests
- Running Records

<p>Strategy 1: Teachers will implement balanced literacy daily, with fidelity, and accountability.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach K-2 district curriculum specialist</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Small group supplies and materials - whiteboards, paper, games, etc. - Title 1 Part A - 211e11639900121930000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: All K-2 students have access to Education Galaxy and Kindergarten additional has access to Waterford.</p> <p>Strategy's Expected Result/Impact: Students will make anticipated progress in all contents.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Education Galaxy - Title 1 Part A - \$4,000</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 3: All teachers will utilize either classroom displays, student binders, or digital data binders for monitoring student progress.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Goal Getter Cards - Title 1 Part A - \$500, Bulletin board data walls - Title 1 Part A - \$2,000</p>	Formative Reviews		
	Nov	Feb	May
	 100%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Certain student groups, specifically Economically Disadvantaged, African American, and Hispanic students, met grade level on the state assessments at a much lower percentage compared to other students. Root Cause: Lack of data tracking and progress monitoring for students.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: We have not had a system in place for goal-setting and data tracking.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase % of Kindergarten students scoring at masters level math on EOY Math to 90% at EOY 2021.

Increase % of 1st grade students scoring at masters level math on EOY Math to 50% at EOY 2021.

Increase % of 2nd grade students scoring at masters level on EOY Math to 40% at EOY 2021.

Increase % of 3rd-5th grade students scoring at or above the Meets Standard level on Math STAAR to 46% in May 2021.

(STAAR not administered during 2020, due to Covid 19)



Targeted or ESF High Priority

Evaluation Data Sources: EOY Tests

Benchmarks

STAAR

Interim Assessments

<p>Strategy 1: Teachers will implement balanced literacy daily, with fidelity, and accountability. 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 K-2 district curriculum specialist</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Create individual student binders or ways to track progress and set goals for improvement in 1st and 2nd grade. 3rd-5th grade teachers will create a classroom system for setting goals with students to track progress and set goals for improvement. 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 Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			


Strategy 3: Teachers will use TEKS Resource System -Instructional Focus Document to plan lessons aligned with district's scope and sequence.

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


Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: - Title 1 Part A

Formative Reviews		
Nov	Feb	May
 50%		

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: By May of 2021, we will increase our STAAR writing scores from 15% to 40% at the meets standard, specifically focusing on our sub groups that previously have not met targets. (STAAR not administered during 2020, due to Covid 19)




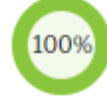





Evaluation Data Sources: STAAR results
 Unit Assessments
 District Benchmark

<p>Strategy 1: Teachers will implement balanced literacy for writing with fidelity, and accountability. 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 writing components. Staff Responsible for Monitoring: Administration Instructional coaches ELAR district curriculum specialist Funding Sources: Subs for planning days - Title 1 Part A - 211e11611200121930000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Each teacher in grades K-5 will utilize the Fundamental Five, Seidlitz, and other research-based instructional models routinely and effectively, with a special emphasis on the writing critically component. Strategy's Expected Result/Impact: Students will improve their writing ability through routine practice, constructive feedback, and interventions as needed. Staff Responsible for Monitoring: Administration</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.

Performance Objective 1: Offer 2 ways in which students are given the opportunity to explore post-secondary awareness with college and career activities.










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

<p>Strategy 1: Make students aware of post-secondary opportunities through: guest speakers (author), counselor lessons that integrate career and college choices, 5th grade scheduling with middle school.</p> <p>Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Aid with transition of students to other grade levels</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide exposure to new skills and potential areas of interest through Student Council and UIL</p> <p>Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p>Staff Responsible for Monitoring: Sponsors, Administration, grade levels</p> <p>Funding Sources: - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Provide exposure to new skills and potential areas of interest in the areas of STEAM and Literacy with a parent involvement night.</p> <p>Strategy's Expected Result/Impact: Increase student exposure to new skills and areas related to STEAM.</p> <p>Staff Responsible for Monitoring: Counselor, Principals, Teachers</p> <p>Funding Sources: Literacy/Steam Event - Title 1 Part A - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase overall campus attendance rate from 90% to 95% or higher for the 2020-2021 school year.

Evaluation Data Sources: Attendance Reports

<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee Counselor</p>	Formative Reviews		
	Nov	Feb	May
			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk</p>	Formative Reviews		
	Nov	Feb	May
			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will feel valued, respected, and loved, thus promoting positive attendance.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Parent Engagement Night - Title 1 Part A - \$1,313</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student behavior impeded learning in the classroom. Root Cause: Lack of school-wide discipline system, lack of CKH and Conscious Discipline implementation, and to many incentives implemented at one time</p>



Perceptions






Problem Statement 1: Milam has a small percentage of students that struggle with appropriate social behaviors. These students repeatedly receive discipline referrals. **Root Cause:** Lack of campus-wide systems and consistency with student/staff celebrations, HWC, TBSI and Conscious Discipline, and CKH

Goal 4: Improve low performing schools.

Performance Objective 2: We will reduce the number of discipline referrals by 10% by May of 2021.

Evaluation Data Sources: Skyward Discipline Report


<p>Strategy 1: We will implement Capturing Kids Hearts and Conscious Discipline on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts in every classroom, to set high levels of behavioral expectations for all students.</p> <p>Strategy's Expected Result/Impact: Increased positive teacher/student meaningful relationships</p> <p>Reduced discipline referrals</p> <p>Staff Responsible for Monitoring: Administration All teachers</p> <p>Funding Sources: Capturing Kids Hearts Training - all staff - Title 1 Part A, Parent Involvement Event CKH - Title 1 Part A - 211e61639900121930215, Parent Involvement Event CKH - Title 1 Part A - 211e61649900121930215</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and related services.</p> <p>4th graders will go through DARE</p> <p>Students participate in fitness gram assessment</p> <p>Strategy's Expected Result/Impact: Increased support for individual students who may be experiencing difficult or extreme living situations</p> <p>Educate students on proper hygiene, healthy eating, and good life habits</p> <p>Asses physical abilities in PE</p> <p>Staff Responsible for Monitoring: Administration Counselor PE teacher DARE officers</p>	Formative Reviews		
	Nov	Feb	May
			




<p>Strategy 3: Students will be motivated with celebrations and affirmations programs through classroom level recognition and campus level recognition to increase student test scores.</p> <p>Celebrations Affirmations Class Parties Fun Fridays Classroom Motivators/Incentives</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 4: Improve low performing schools.

Performance Objective 3: Improve student performance by 20% in reading and math on unit assessments overall.

Evaluation Data Sources: Benchmarks
 Tutor Timesheets
 Unit assessments

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 1: Tutoring and COVID Para: *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. Additional staff may be provided to support at-risk learners including additional COVID paras for extra support for 20-21 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. Provide after school tutoring</p> <p>Strategy's Expected Result/Impact: Increase performance on assessments throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators; teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Tutors - SCE - \$3,000, COVID Paras Pay - SCE - \$40,000, Subs - Title 1 Part A - \$1,000, Tutors - Title 1 Part A - \$12,000</p>	 50%		

<p>Strategy 2: 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 2020-2021 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. Education galaxy and other technology systems will be used to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Students will improve understanding of grade level objectives</p> <p>Staff Responsible for Monitoring: Grade level teachers Asst. Principal Principal Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Classroom Aides-90% - SCE - \$41,300, Instructional Coaches - 50% - SCE - \$70,000</p>	Formative Reviews		
<p>Strategy 3: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: Students will improve understanding of grade level objectives.</p> <p>Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal</p>	Nov	Feb	May
<p>Strategy 4: Improve student performance through PLC and instructional effectiveness with weekly meetings in areas of math and reading with a focus on technology implementation, curriculum, data digs, and assessment.</p> <p>Benchmarks Unit Tests District Tests PLC Meeting Minutes PLC Meeting Agendas Sign-In Sheets Istation Reports Scientific Learning Data</p> <p>Strategy's Expected Result/Impact: Students will increase performance on assessments throughout the year.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Improve low-performing schools</p>	Nov	Feb	May
			
			
			

<p>Strategy 5: Teachers, along with ICs will track students big scores on benchmarks and unit tests to compare STAAR scores to verify if students are meeting growth goals. All students will set growth goals based on prior year unit test averages.</p> <p>Strategy's Expected Result/Impact: 80% students hitting growth targets</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: We will provide targeted instruction and interventions to our learners utilizing:</p> <ul style="list-style-type: none"> *cameras/mics *digital resources *technology supplies and materials *paper based resources *small group interventions *collaboration resources (Whiteboard tables) <p>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 writing components.</p> <p>Staff Responsible for Monitoring: All</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Document cameras - Title 1 Part A - \$3,000, Chromebook Carts - Title 1 Part A - \$2,000, Resources and materials - Title 1 Part A - \$20,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Certain student groups, specifically Economically Disadvantaged, African American, and Hispanic students, met grade level on the state assessments at a much lower percentage compared to other students. Root Cause: Lack of data tracking and progress monitoring for students.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: We have not had a system in place for goal-setting and data tracking.</p>

Goal 4: Improve low performing schools.

Performance Objective 4: Provide at minimum 3 opportunities for parent involvement activities by the end of the 20-21 school year.

Evaluation Data Sources: Agendas
Sign-In Sheets

	Formative Reviews		
	Nov	Feb	May
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: Parent involvement supplies - Title 1 Part A - \$1,000</p>	 100%	 100%	 100%
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Funding Sources: - Title 1 Part A</p>	 0%		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will become aware of various aspects of literature, including genres and key concepts.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p> <p>Funding Sources: - Title 1 Part A</p>	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 5: 100% of students will be provided instruction during the current pandemic, either through remote learning or face to face.

Evaluation Data Sources: Attendance

Grades

Lesson Plans

State Compensatory

Personnel for Milam Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burch, Donna	Instructional Coach: Reading	School Wide	.50
Guthrie, Jamie	Aide	COVID CARE	.100
Janes, Sherry	Aide	School Wide	.90
McCoy, Debra	Aide	School Wide	.90
Moser, Jennifer	Instructional Coach: Math	School Wide	.50
Muniz, Isabel	Aide	COVID CARE	.100
Rivera, Amanda	Aide	School Wide	.90

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Milam Elementary engages in the Comprehensive Needs Assessment (CNA) process each year. This process typically begins in the spring semester of the current school year and may extend to the summer months. The CNA process is conducted through the Site Based Decision Making Team and is an overall review of the campus' processes and resources. The 2020-2021 CNA included a review of questions related to the four multiple measures of data to evaluate the campus' needs. The four areas reviewed were: Demographics; Student Achievement; Processes and Programs; and Perceptions. Subcommittees were created within the SBDM team and areas assigned to each subcommittee for review and analysis. In answering the questions in each area, the subcommittee members reviewed data from various sources. The subcommittees met during the period May. Each subcommittee then presented their findings to the entire SBDM during our Sept. meeting and the committee agreed upon and approved the needs of the campus for the 2020-2021 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Milam Elementary Improvement Plan is developed by the Site Based Decision Making Team (SBDM). The SBDM team is composed of members from the community, campus personnel, parents, teachers, campus and district administrators. See 'committees' tab for a complete list of stakeholders participating in the 2020-2021 SBDM and their position and committee roles.

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised formally three times in the school year. The first revision took place in November, the second revision in February. The last formal evaluation of the plan was conducted in May.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement plan is made available to the public through our campus website in English and in Spanish postings requirements/Improvement plans and also under the Federal Programs department/2020-2021 Campus Improvement Plans. Translation to languages other than English and Spanish is available upon request.

2.4: Opportunities for all children to meet State standards

Teachers will implement balanced literacy daily, with fidelity, and accountability.

All K-2 students have access to Education Galaxy and Kindergarten additional has access to Waterford.

Create individual student binders to track progress and set goals for improvement in 1st and 2nd grade. 3rd-5th grade teachers will create a classroom system for setting goals with students to track progress and set goals for improvement.

Teachers will use TEKS Resource System -Instructional Focus Document to plan lessons aligned with district's scope and sequence.

2.5: Increased learning time and well-rounded education

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.

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.

Students will be evaluated and provided services as needed in special programs to include Violence Prevention and related services.

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

2.6: Address needs of all students, particularly at-risk

Provide additional support to students:

Tutoring and COVID Para: *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. Additional staff may be provided to support at-risk learners including additional COVID paras for extra support for 20-21 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. Provide after school tutoring

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 2020-2021 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. Education galaxy and other technology systems will be used to meet the needs of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Milam Parent Engagement and Family policy for 2020-2021, was reviewed and approved by the SBDM in September 2020.

3.2: Offer flexible number of parent involvement meetings

One of the parent involvement activities we provided this school year include:

*STEAM/Literacy Event

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burch, Donna	Instructional Coach: Reading	School Wide	.50
Moser, Jennifer	Instructional Coach: Math	School Wide	.50

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	2 FTEs - 50%		\$70,000.00
1	1	5	Staff PD, Instructional Rounds		\$0.00
2	1	1	Small group supplies and materials - whiteboards, paper, games, etc.	211e11639900121930000	\$0.00
2	1	2	Education Galaxy		\$4,000.00
2	1	3	Goal Getter Cards		\$500.00
2	1	3	Bulletin board data walls		\$2,000.00
2	2	3			\$0.00
2	3	1	Subs for planning days	211e11611200121930000	\$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	1	Capturing Kids Hearts Training - all staff		\$0.00
4	2	1	Parent Involvement Event CKH	211e61639900121930215	\$0.00
4	2	1	Parent Involvement Event CKH	211e61649900121930215	\$0.00
4	2	3			\$0.00
4	3	1	Subs		\$1,000.00
4	3	1	Tutors		\$12,000.00
4	3	6	Document cameras		\$3,000.00
4	3	6	Chromebook Carts		\$2,000.00
4	3	6	Resources and materials		\$20,000.00
4	4	1	Parent involvement supplies		\$1,000.00
4	4	2			\$0.00
4	4	3			\$0.00
Sub-Total					\$117,813.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Tutors		\$3,000.00
4	3	1	COVID Paras Pay		\$40,000.00
4	3	2	Classroom Aides-90%		\$41,300.00
4	3	2	Instructional Coaches - 50%		\$70,000.00
Sub-Total					\$154,300.00
Grand Total					\$272,113.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 121 1 30 000		1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 11 6118 67 121 1 30 000		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
211 E 11 6119 00 121 1 30 000		73,231.00	73,231.00	0.00	0.00	0.00	73,231.00
211 E -- 61-- -- -- -- --		79,231.00	79,231.00	0.00	0.00	0.00	79,231.00
6200	Contracted Svc						
211 E 11 6248 00 121 1 30 000	Maint Cont-Online Svc	1,500.00	5,183.00	0.00	0.00	3,683.00	1,500.00
211 E 11 6297 00 121 1 30 000	Print Shop Services	500.00	500.00	0.00	0.00	0.00	500.00
211 E -- 62-- -- -- -- --		2,000.00	5,683.00	0.00	0.00	3,683.00	2,000.00
6300	Supplies						
211 E 11 6329 00 121 1 30 000		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 11 6339 00 121 1 30 000		932.00	932.00	0.00	0.00	0.00	932.00
211 E 11 6395 00 121 1 30 000		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 11 6397 00 121 1 30 000	Software < \$5000	5,000.00	1,317.00	0.00	0.00	0.00	1,317.00
211 E 11 6399 00 121 1 30 000	Supplies & Materials	21,400.00	21,400.00	0.00	13,209.56	117.00	8,073.44
211 E 61 6399 00 121 1 30 215	Supplies & Materials/00/Parent	1,024.00	1,024.00	0.00	0.00	0.00	1,024.00
211 E -- 63-- -- -- -- --		34,356.00	30,673.00	0.00	13,209.56	117.00	17,346.44
6400	Other Op Costs						
211 E 61 6499 00 121 1 30 215	Other Misc Oper Exp/00/Parent	500.00	500.00	0.00	0.00	0.00	500.00
211 E -- 64-- -- -- -- --		500.00	500.00	0.00	0.00	0.00	500.00
211 E -- -- -- -- --		116,087.00	116,087.00	0.00	13,209.56	3,800.00	99,077.44
211 - -- -- -- --		-116,087.00	-116,087.00	0.00	-13,209.56	-3,800.00	-99,077.44
Grand Expense Totals		116,087.00	116,087.00	0.00	13,209.56	3,800.00	99,077.44

Number of Accounts: 12

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	121	0 30 000	Substitutes					
199	E	11	6118	67	121	0 30 000	Extra Duty-prof-tutorials	3,000.00				3,000.00
199	E	11	6248	00	121	0 30 000	Maint Agr/online Srv					
199	E	11	6297	00	121	0 30 000	Print Shop Services					
199	E	11	6329	00	121	0 30 000	Reading Materials					
199	E	11	6395	00	121	0 30 000	Computer Equip - SCE					
199	E	11	6397	00	121	0 30 000	Software/lic <5000					
199	E	11	6399	00	121	0 30 000	Supplies	11,200.00		297.28		10,902.72
--- E -- ---- -- 121 - - - ---								14,200.00		297.28		13,902.72
-----								-----	-----	-----	-----	-----
--- - - - ---- -- 121 - - - ---								-14,200.00		-297.28		-13,902.72
Grand Expense Totals								14,200.00		297.28		13,902.72

Number of Accounts: 8

***** End of report *****