

Ector County Independent School District

Milam Elementary Magnet

2015-2016 Campus Improvement Plan



Mission Statement

Beliefs

We believe that...

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each individual has a responsibility to add value to self and community.
5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.
7. Progress improves and adds value to human life.
8. Fear limits life's potential; courage inspires living.
9. There is a difference between right and wrong.
10. Values learned at home affect a lifetime.
11. Leadership is influence; everyone is a leader.

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Parameters

1. We will not compromise excellence.
2. We will model our beliefs.
3. We will work as a team.
4. We will base decisions on what is best for students.

5. We will protect teaching and learning as our priority.
6. We will recognize and reward success and learn from our mistakes.
7. We will succeed regardless of any obstacle.

Objectives

1. All students will acquire academic and personal skills necessary for personal greatness.
2. All students will understand and appreciate the value of learning.
3. All students will invest their unique gifts in their community.
4. All students will be confident, influential leaders who accept responsibility.

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on Milam Elementary's 2015-2016 Accountability report, the Comprehensive Needs Assessment Overview list programs, interventions, professional development, and services provided during the 2015-2016 school year:

At Risk Tutoring

District Reading and Math Initiatives (Guided Reading and Guided Math)

Bilingual and ESL Literacy

Reading Dyslexia Specialist

Title One Supplemental Instructional Support Technology, Literacy, Parental Involvement activities, and Kagan professional development campus-wide

Campus Curriculum Facilitators

Reading Specialist

Class Size Reduction Teachers

Drop Out Prevention Counselors

DAEP Program

Community Outreach Services

Summer Remediation for 5th grade SSI/STAAR

Demographics

Demographics Summary

***Total Enrollment for 2014-2015= 655 Title I = 655 ECD = 377 LEP = 153 Spec Ed = 22 ESL = 20 GT = 64
Migrant =2 White = 92 Hispanic = 485 African American=63 Pac Islander = 6 American Indian/Alaskan=1
Asian=2 Two or more races = 6***

Demographics Strengths

Index 1: Reading-All students, White, LEP Math-All students, Hispanic, White, LEP Science - All students, African American, Hispanic, White Index 2: Reading-White Math - All students, Hispanic, White, LEP

Demographics Needs

9 System Safeguards Missed: Reading: Hispanic, ECD, ELL Writing: All students, Hispanic, ECD Science: All students, Hispanic, ECD

Student Achievement

Student Achievement Summary

Campus Type: Elementary**Campus Size: 655 students****Percent Economically Disadvantaged: 57.6%****ELL: 23.4%****Mobility Rate: 13.3%****Milam met standard for the 2014-2015 school year and met 3 out of the 4 indexes.** **Index 1 Student Achievement Score: 58 (Target 60)** **Index 2 Student Progress Score: 33 (Target 30)****Index 3 Closing Performance Gaps score: 28 (Target 28)****Index 4 Post Secondary Readiness Score: 20 (Target 12)**

Student Achievement Strengths

Index 1: Grades 3-6 Reading**All students: 62%****African American: 64%****White : 78%****American Indian: 100%****Asian: 100%****Pacific Islander: 100%****Two or More Races: 100%****Math****No Data****Writing****African American: 80%****American Indian: 100%****Pacific Islander: 100%****Science****White: 100%****System Safeguards:****Reading:** African American**Math:** African American**Writing:** All students, Hispanic, ECD

Student Achievement Needs

Index 1: Grades 3-6 Reading**Hispanic: 56%****ECD: 56%****Sped: 38%****Math****No data****Writing****All Students: 44%****Hispanic: 40%****White: 33%****Two or More Races: 50%****Special Ed: 0%****ECD: 40%****ELL: 41%****Science****All students: 57%****African American: 14%****Hispanic: 51%****Special Ed: 50%****ECD: 55%****ELL: 43%****9 System Safeguards Missed:****Reading:** Hispanic, ECD, ELL**Writing:** All students, Hispanic, ECD**Science:** All students, Hispanic, ECD

School Culture and Climate

School Culture and Climate Summary

Milam has an average student number of 520 students, 25 Classroom teachers, 8 Fine Arts teachers, 1 Physical Education teacher and an aide and 1 Special Education teachers and an aide. We have four classrooms per grade level with one being bilingual at every level. We have 2 sections of Prekindergarten that attends half days (22 in AM and 22 in PM). We house a Speech Therapist, GT Teacher, CCF, Counselor, Media Clerk and a Dyslexia Interventionist.

School Culture and Climate Strengths

We have two programs for parental involvement, Parenting Partners and Watchdogs. Milam also participates in all district parental involvement initiatives such as VIPS, PTA, Magnet Showoff, Performing Arts Performances and Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Parent Conferences by all teachers.

School Culture and Climate Needs

To increase parental involvement, Milam has included Parent Involvement as one of the prerequisites for all magnet students. We will also be adding the Character Trait luncheons each month. One child from each class will represent the character trait they have modeled and parents will eat lunch with student.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

*Interview only HQ applicants *Retain HQ staff and teachers *Provide campus staff development for all teachers and staff *CCF will assist in mentoring new teachers *GT Training *LPAC Training for all teachers with LEP students *SIOP Day 1 and Day 2 Training *Use of PLC strategies in grade level and vertical alignment meetings *Provide first year teacher with campus mentors

2014-2015

Employees

Instructional

Paraprofessionals (Aides)

Year	Administrators	Teachers	
08/09	2	41	2
09/10	2	43	3
10/11	2	44	3
11/12	2	43	4
12/13	2	42	3
13/14	2	44	5
14/15	2	43	4

Employee Retention Percentages

% Remained From Year to Year	Administrators (Principals/Assistant Principals)	Teachers	Instructional Paraprofessionals (Aides)
08/09 to 09/10	50%	85.37%	100%
09/10 to 10/11	100%	93.02%	100%
10/11 to 11/12	50%	86.36%	66.67%
11/12 to 12/13	50%	88.37%	50%
12/13 to 13/14	50%	83.33%	66.67%
13/14 to 14/15	100%	77.27%	60%

Teacher Experience

Total Professional Any District	Percent with 0 years	Percent with 1-5 years	Percent with 6-10 years	Percent with >10 years	Percent w//Masters Degree
08/09	0%	17.07%	21.95%	60.98%	19.51%
09/10	4.65%	13.95%	20.93%	60.47%	13.95%
10/11	4.55%	9.09%	20.45%	65.91%	18.18%
11/12	0%	13.95%	20.93%	65.12%	13.95%
12/13	2.38%	11.90%	19.05%	66.67%	16.67%
13/14	6.82%	9.09%	20.45%	63.64%	22.73%
14/15	6.98%	11.63%	18.60%	62.79%	21.97%

Staff Quality, Recruitment, and Retention Strengths

Milam can celebrate employees-all are consistently HQT; a majority of the teachers at Milam (63%) have over 10 years of experience; the number of teachers at Milam has grown or decreased by 7 over the past year. 3 teachers moved to a different city, 2 teachers were promoted to another position within ECISD, 1 teacher decided to stay home with her children and 1 paraprofessional moved, and 1 teacher transferred campuses. We will continue with vertical and horizontal PLC's, Teacher Academy, ECISD After the Bell sessions, Region 18 Teaching and Modeling, Implementation of Kagan Structures, and support from the Campus Curriculum Facilitator, Reading Specialist, and Leadership Team.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members and other activities to keep morale high on the campus.

Staff Quality, Recruitment, and Retention Needs

Retention is an area of growth needed in our district. Many obstacles are faced that are out of our control; including, the extremely high cost of living, availability of housing, increased student enrollment and competition with other districts and the oil industry. Our school board is addressing these issues in an ongoing manner.

Milam is fully staffed except for one 5th grade teacher. Currently there is a long term sub in this position who will graduate in December 2015. We participated in the ECISD job fair and recruiting activities in the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within credit recovery, tutoring, dyslexia services, balanced literacy, guided math, Classworks, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Campus Curriculum Facilitators (CCFs), reading coaches, reading specialists, dyslexia teachers, tutors, special education personnel, and credit recovery staff support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, Classworks and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

The district is transitioning to a district-managed curriculum for all students. The Curriculum Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students. Content area curriculum groups were formed to create the district scope and sequence and many of Milam staff members were involved in this process. Milam also has 3

while protecting the integrity of an aligned curriculum. Scope and Sequence is in eduphoria for ease of use and accessibility for instructional staff.

Curriculum, Instruction, and Assessment Needs

2013 test scores support the need for an aligned curriculum. Where curriculum has been aligned, student performance is showing positive benefits. Curriculum, instruction and assessment needs should continue to focus on alignment and strategically target areas of identified need: reading literacy, writing literacy and math literacy. Remediation and spiraling should be targeted from the beginning of the year to close learning gaps. Additionally, teachers need ongoing training and support in the utilization of data to target student deficiencies.

Milam Elementary is in need of ongoing training and support in Reading, Math, and Writing. As a campus Milam will implement Kagan structures to increase student engagement and ensure participation.

Family and Community Involvement

Family and Community Involvement Summary

Suzuki Fall and Spring recitals; Piano recitals in the Fall and Spring; Spring Dance Recital; Winter and Spring Music Concerts (December and May); PTA meetings (September, October, November, January, February, April); Science Fair Night (November); Reading Vocabulary Parade (February); Math Parent Game Night (May); Parent Orientation meetings (August and September); Meet the Teacher Night (August); Suzuki Parent Meeting (September); Drama Parent Meeting (September); Musical Parent Meeting (January); Choir Parent Meeting (September); Dance Parent Meeting (August and April and May); Gymnastics Meets (October); LPAC meetings (On-going as needed); ARD meetings (on-going as needed); CIT meetings (monthly and/or as needed); Magnet Show-Off's (October, December, March, May); Pre-K and 5th grade Graduation (May); Grandparents Day (Fall); Principals Awards (January and June); Career Day (October); VIPS; home visits (on-going); Book Fair (Fall and Spring); Self Manager Celebrations (as needed); AM News Team (ongoing); WATCH D.O.G.S. (February-June).

Milam plans to conduct the same types of parent involvement activities for the 2014-2015 school year.

Family and Community Involvement Strengths

Milam Elementary continues to close the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

*Continue Watchdog Program, Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Continue Milam Facebook, VIPS Recruiting event, Fall Production, Book Fair, Science Fair, Parent Camps

Family and Community Involvement Needs

Milam PTA was not effective due to internal PTA board issues from the 2012-2013 school year. The current PTA board members have been cleaning up and trying to establish a more productive PTA. We are still having struggling with participation from PTA.

VIPS program has had minimal participation due to parent recruitment. We need to establish a way to recruit more parents.

Watchdog program struggles due to leadership and maintaining the program. The leadership team will need to facilitate this program to ensure we are getting fathers, grandfathers, and male role models involved.

School Context and Organization

School Context and Organization Summary

Milam will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom.

Milam integrates technological programs in order to promote student learning and close the achievement gaps. Every classroom classroom is equipped with best practice STAR chart equipment. Odysseyware, Brainchild, Think Through Math, IStation, and Classworks to assist with tutorials, intervention, and credit recovery. Renaissance Learning provides online books available to students at school and home. Milam has a computer lab, projector, SmartBoard and document camera in each classroom. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction. Milam has purchased LONESTAR math learning online supplemental spiral resources.

Teachers at Milam will be offered the opportunity to attend training on how to develop their classroom website, integrate and develop Smart lessons to be integrated in their daily lessons.

School Context and Organization Strengths

Milam continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Every classroom will have a working smart board installed, at least 3 computers and document camera as well as an overhead projector.

School Context and Organization Needs

Milam must continue to ensure equity among instructional technology in each classroom while actively seeking to revise current minimum structures offered in each classroom. Teachers' professional learning needs to continually grow to enhance instruction through the use of technology. Incorporate instructional technology into content specific professional development to support teachers in their implementation of its use in the classroom to impact student learning.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has a class set of clickers to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR.

Technology Strengths

Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Many teachers on this campus are writing grants to enhance their technology in the classroom. This includes devices for their workstations.

Technology Needs

Due to the short life on the infocus projectors, the campus is purchasing new projectors for each classroom approximately every year and a half. The new projectors are not compatible with the previous projector mounting system. It is taking a while to get the new mounts installed.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 1: Milam Magnet will use research- based best practice district curriculum will be implemented in math, science and social studies at appropriate grade levels (SP 1.1 SP 1.2)

Summative Evaluation: Summative Assessments: STAAR Testing in Math (3rd-5th), & Science (5th).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.</p>	2, 8, 10	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Student Based Assessments (SBA's), District benchmarks (DBA's), On-going District Unit Assessments (Math, Science, Reading), August 2015-June 2016, Teacher Made Assessments, Classworks, ISTATION				
Funding Sources: Local, State Comp Ed, Title One School-wide, Title Two Professional Development							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Principal, AP, CCF, and Reading specialist will provide support to teachers in the implementation of the District Managed Curriculum. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc.) and facilitating lesson materials and manipulatives.</p>	8	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Fallon McLane-CCF, Christine Mason-Reading Specialist	Training agendas, Sign in sheets, lesson plans				
Funding Sources: Local, Title One School-wide							
<p>Critical Success Factors CSF 2</p> <p>3) 90 minute planning to facilitate comprehensive and purposeful planning and continued professional growth</p>	9	Fallon McLane-CCF, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	-Sign in sheets				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Sheltered Instruction strategies will be implemented and monitored in every classroom.</p> <p>All teachers trained on SIOP using Moodle. Sign-in sheets and certificates will be turned in to verify completion.</p> <p>Training for Module I begins August 14, 2015 and end with Module IV being completed by December 11, 2015.</p>	2, 3	Fallon McLane-CCF, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	<ul style="list-style-type: none"> -All teachers trained on SIOP using Moodle. -Sign in sheets -Certificates will be turned in to verify completion -Walkthrough information 				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) ELPS training and strategies will be implemented in all classrooms.</p> <p>All teachers will be trained on ELPS during grade level PLC's. Agenda and sign-in sheets will be turned in to verify completion.</p> <p>Training for Module I begins August 14, 2015 and ends with Module IV being completed by January 29, 2016.</p>	3, 4	Fallon McLane-CCF, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	<ul style="list-style-type: none"> -All teachers trained during grade level PLC's on ELPS using Moodle. -Sign in sheets -Certificates will be turned in to verify completion -All teachers trained on SIOP using Moodle. -Sign in sheets -Certificates will be turned in -Walkthrough information 				
<p align="center">Critical Success Factors CSF 1</p> <p>6) AVID strategies implemented and monitored in every 4th and 5th grade classrooms</p>	9	Betsy Lujan-AVID Coordinator, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	<ul style="list-style-type: none"> -AVID Weekly Focus Area (Weekly Bulletin Focus) -AVID Pre-Assessment (October 2) -All 4th and 5th grade teachers trained on AVID -AVID Assessments 				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Fine Arts teachers will support district curriculum by implementation in fine arts classes.</p>	9	Fine Arts teachers, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	<ul style="list-style-type: none"> -Lesson Plans -Walkthroughs 				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) By the end of the 2015-2016 school year, the staff at Milam Elementary will meet a minimum of 16 times for vertical planning, horizontal planning, and data analysis as measured by meeting agendas, sign in sheets, meeting minutes, and administrative observations. Through walk - throughs and PDAS, instructional leadership will ensure the implementation of decisions made during vertical planning, horizontal planning, and data analysis.</p>	8	Fallon McLane-CCF, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Vertical Team Members, Horizontal grade level teams	<ul style="list-style-type: none"> -Agendas (In OneNote PLC binder) -Sign in sheets (In OneNote PLC binder) -Minutes (In OneNote PLC binder) 				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Milam staff will use targeted math intervention with an emphasis on problem solving as well as increased focus on teacher staff development and vertical planning. Guided math expectations will be established. K-5 grade teachers will implement 1st 21 days to integrate guided math/small group math strategies during core and RTI intervention scheduled times. All classrooms will utilize guided math/small group math instruction after the 1st 21 days of school. Math stations will be incorporated to include a problem solving station TEKS target the question from Lone Star, daily TEKS Target practice to implement a conceptual spiral review practice during math stations.</p>	9	Classroom Teachers	-Walkthroughs -Performance data				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>10) Milam sub populations (African American, Economically Disadvantaged, and SPED) will score at a rate of 75% or above as measured by the STAAR Math test. Strategy: Math instruction will focus on the process standards at all grade levels. Intervention: Region 18 will model math instruction for teachers at Milam. Use of Kagan structures in all content area classes. Teachers will form intervention groups based on data from Istation (grades Kinder-5th) Classworks (2nd-5th), and Guided Math.</p>	1	Classroom Teachers	Milam has implemented Guided Math for grades Kinder-5th, Istation, Classworks, SBA data, Guided Math data, classroom Walkthroughs, October SBA, January DBA, February Released Test, Istation monthly test, 3 week assessments, Math STAAR test				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>11) Math curriculum will be supported by tracking system data trends utilizing the district walkthrough form that leads to support for faculty members and students.</p>	1	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicipal	-Walkthroughs -ITT walkthroughs				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>12) Kagan Cooperative Learning structures will be implemented in all classrooms.</p>	4, 8, 9	Milam Leadership Team- Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Fallon McLane-CCF	Evidence of Cooperative Learning and student success. Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction.				
Funding Sources: Local - \$2747.80, Local - \$1405.80							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>13) At the end of the 2015-2016 school year Milam Elementary will exceed the Index 1 target goal of 60 as measured by STAAR.</p>	1	Classroom teachers, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	-2015-2016 STAAR Assessment Data				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 2: Milam Magnet will implement the Guided Reading Component of the Literacy Framework (K-3). Balanced literacy will be piloted in all 4th-5th grade classrooms. The balanced literacy framework will be implemented with support in all classrooms.

Summative Evaluation: STAAR Testing in Reading (3rd-5th), Frogstreet Press (Pre K)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Creation of Classworks testing schedule for Universal Screener and meet with teachers to develop plan based on Classworks data.	2, 3, 10	Campus Curriculum Facilitator (Fallon McLane) Reading Specialist (Christine Mason), Dyslexia Interventionist (Becky Morris)	-Student Based Assessments (SBA's) ---District benchmarks (DBA's) -On-going District Unit Assessments (Reading) -August 2015-June 2016 iStation and Classworks				
Funding Sources: State Comp Ed, Local, Title One School-wide, Title Two Professional Development							
<p>Critical Success Factors CSF 1</p> <p>2) The Milam sub populations (Hispanic, African American, Economically Disadvantaged, and SPED) will score at a rate of 75% or above as measured by the STAAR reading test. Teachers will introduce, teach, and model metacognitive skills to improve student reading comprehension. All grade levels will implement Balanced Literacy in the classroom.</p>	1	Classroom Teachers	-Classworks-grades 1st-5th grade -Istation-grades Kinder-5th grade (monthly) -Guided Reading/Balanced Literacy K-5 -Interventions groups based on above interventions -October SBA -January DBA -February Released Test -Istation monthly test -Reading STAAR test				
<p>Critical Success Factors CSF 2</p> <p>3) Creation of iStation testing schedule for monthly testing and review of istation data through PLC's.</p>		Christine Mason- Reading Specialist, Classroom Teachers	-ISTATION testing schedule				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative.</p>	1, 2, 4	Christine Mason- Reading Specialist, Classroom Teachers	-Guided reading environmental checklist and rubrics				
Funding Sources: Title One School-wide							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) K-2 teachers will continue to plan, develop and implement effective weekly reading stations for each of the 5 components of literacy during the guided reading block. The lesson objectives will reflect increased rigor to include strategies to increase the depth and complexity of the learning stations. 3-5 grade teachers will plan, develop, and implement effective comprehension reading stations during the guided comprehension block. The lesson objectives will reflect increased rigor to include strategies to increase the depth and complexity of the learning stations.</p>	1, 4, 8	Classroom Teachers	-Guided Reading Lesson Plans				
Funding Sources: Title One School-wide							
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>6) The reading specialist will utilize the district guided reading rubric to identify areas of additional support for the balanced literacy program.</p>	4	Christine Mason-Reading Specialist	-Guided reading environmental checklist and rubrics				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 2</p> <p>7) Instruction will be adjusted through the use of campus based formative assessment results (Classworks for Reading and Math, Istation for Reading)</p>	1, 8, 9	Fallon McLane-CCF, Christine Mason-Reading Specialist	-Classworks and Istation Reports				
Funding Sources: Title One School-wide							
<p align="center">Critical Success Factors CSF 7</p> <p>8) Administrators will conduct walk throughs and provide coaching as needed. ITT form will be used to look at campus trends.</p>	1, 4	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicipal	-Walk throughs -ITT forms				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) CCF and Reading Specialist will assist teachers identified as needing assistance with curriculum, modeling of lessons, visits to Master teachers within the campus or district.</p>	1, 3	Fallon McLane-CCF, Christine Mason-Reading Specialist	-Anecdotal notes -Agendas -Sign in sheets				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Administrators will monitor the use of District curriculum and its implementation and lesson plans.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicipal	-Lesson Plans -Walk throughs -Guided reading environmental checklist				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Teachers will use data to identify students in Tier 1, 2, 3 and RTI procedures will be followed.</p>		Classroom Teachers, RTI Team, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicipal	-Intervention documentation -IPI Documentation -Instructional Monitoring Conferences				








12) The reading curriculum will be supported by tracking system data trends utilizing the district walkthrough form that leads to support for faculty members and students.	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicipal	-Lesson Plans -Walk throughs -Guided reading environmental checklist				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 3: District Benchmark writing curriculum will be implemented K-5th grade.

Summative Evaluation: STAAR Testing Writing (4th), Classroom observations and walkthroughs










Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Writing and Horizontal PLC's will meet to adjust Instruction after data disaggregation of formative assessment results & via the PLC process; and monitored via walk troughs by administrators</p>	2, 3, 4	Campus Curriculum Facilitator (Fallon McLane) Interventionist (Becky Morris)	<ul style="list-style-type: none"> -Student Based Assessments (SBA's) -District benchmarks (DBA's) -Teacher observation -Teacher made assessments -3 week Assessments (4th grade) 				
Funding Sources: Local, State Comp Ed, Title One School-wide, Title Two Professional Development							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) District managed writing curriculum will be implemented and lesson plans will be monitored by administrators.</p>		Fallon McLane-CCF, Christine Mason-Reading Specialist, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal					
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teacher training in District Benchmark in summer will be followed through in the classroom and monitored via administrator walk troughs, lesson plan checks and the PLC process.</p>		Christine Mason-Reading Specialist, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal					
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) By the end of the 2015-2016 school year, the staff at Milam Elementary will meet a minimum of 16 times for vertical planning, horizontal planning, and data analysis as measured by meeting agendas, sign in sheets, meeting minutes, and administrative observations. Through walk-throughs and PDAS, instructional leadership will ensure the implementation of decisions made during vertical planning, horizontal planning, and data analysis.</p>		Fallon McLane-CCF, Christine Mason-Reading Specialist, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	<ul style="list-style-type: none"> -Agendas (In OneNote PLC Binder) -Sign in sheets (In OneNote PLC Binder) 				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Milam sub populations (All students, Hispanic, and Economically Disadvantaged) will score at or above 70 % mastery in writing. Strategy: Milam will focus on clear expectations related to writing for grades K-5 to ensure that all grade levels are contributing to writing success. All grade levels will implement writing expectations that were developed by the writing vertical team. Interventions: The district ELAR coordinator will develop rubrics for writing in grades K-5 and the campus will implement the new writing curriculum provided by the district. Writing expectations will be developed by the Milam writing vertical team. Teachers will attend After the Bell sessions for writing that are provided by the district. Writing prompts (BOY, MOY, EOY) will be developed by the Milam writing team for grades K-5.</p>		Classroom Teachers	-Analysis of writing beginning of year prompts -Provide feedback to students -Provide feedback on the rubrics -SBA data -Classroom Walkthroughs -October SBA -January DBA -February Released test -4th Grade Writing STAAR test -3 week Assessments (4th grade)				
<p align="center">State System Safeguard Strategies</p> <p>6) The writing curriculum will be supported by tracking system data trends utilizing the district walkthrough form that leads to support for faculty members and students.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	-Walkthroughs -Data				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 4: Physical education students will meet expected standards on state physical education assessment.
SP 1.3








Summative Evaluation: 2015-2016 Fitness Gram data, report card grade

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recess built into the master schedule	4, 10	*Campus level PE teacher (Cynthia Fisher) *PE Aide (LeeAnn Borunda)	15-16 Fitness Gram data, campus based formative assessments used to determine student grade in PE.				
Funding Sources: Local							
2) Implementation of district PE curriculum		*Campus level PE teacher (Cynthia Fisher) *PE Aide (LeeAnn Borunda)	15-16 Fitness Gram data, campus based formative assessments used to determine student grade in PE.				
Funding Sources: Local							
3) After school gymnastics program		*Campus level PE teacher (Cynthia Fisher) *PE Aide (LeeAnn Borunda)	-District and City Zone Meets -Participants in after school programs				
Funding Sources: Local							
4) Students will meet expected standards on the fitness gram state assessment.		*Campus level PE teacher (Cynthia Fisher) *PE Aide (LeeAnn Borunda)	15-16 Fitness Gram data,				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 5: ECISD secondary students prepared for college coursework and exams will increase by 2%. SP 1.4, SP 1.9, SP 2.10

Summative Evaluation: September 2015-June 2016 (on-going), Career Day (January 2016)




Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) *Career Day-Bring various speakers in from around the community to speak with students during morning announcements (discuss educational level required for their field, experience, and an encouragement for students to attend college).		-Felicit Garcia (Counselor)SS/Writing Vertical Team (K-5)	-September 2015-June 2016 (on-going) -Career Day (January 2016)				
2) Promote college readiness through implementation of AVID strategies to include the organizational tool, agenda/planner, goal setting skills, inquiry method, collaborative learning and note taking strategies. Milam will complete the data collection and AVID certification requirements.		Betsy Lujan and Natalie Fitzgerald-AVID Coordinators, 4th-5th grade classroom teachers	AVID Certification Requirements				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 6: Struggling Milam students will receive prompt support that provide opportunities to recover credits, improve content skills & remove barriers to ensure graduation from high school.

SP 1.6, SP 1.8, SP 1.9, SP 2.1, SP 2.2, SP 2.3, SP 2.4, SP 2.5, SP 2.10

Summative Evaluation: STAAR










Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize 2015 STAAR data to identify areas of needed growth		Christine Mason- Reading Specialist Fallon McLane- CCF	-SBA's -DBA's -STAAR -Unit Assessments -3 week tests -Classworks				
Funding Sources: State Comp Ed, Title One School-wide, Title Three Bilingual/ ESL							
2) Identify students who are TIER 2 through Classworks and Istation							
Critical Success Factors CSF 1	1, 3	Classroom teachers and Fine Arts teachers	-Intervention logs -IPI documentation -iStation data -Classworks data -STAAR scores				
3) *Begin Intervention (All classroom teachers will have intervention for a small group; twice a week)-Begin tutoring in September 2015							
Funding Sources: Local							
Critical Success Factors CSF 6		All 4th-5th grade classroom teachers	College encouragement with displays in the hall, Student Success week, Career speakers, Career day				
4) College Readiness for 4th -5th grade using AVID Strategies							
Funding Sources: Local							

<p align="center">Critical Success Factors CSF 1</p> <p>5) Intervention and small group tutoring.</p>	<p align="center">9</p>	<p>All Kinder-5th grade classroom teacher(provide intervention twice a week for 45 minutes</p> <p>Delanna Thomas-part time tutor (3rd-5th grade)</p> <p>Fine Arts tutors</p> <p>Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicpal, Lori Sanchez-Secretary</p>	<p>-Improvement in peformance objectives</p>				
<p>Funding Sources: State Comp Ed - \$8310.00</p>							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 7: On state mandated testing days all campuses will meet the 95% federal participation standards. (Supports Federal & State Priority Goal SP 1.5, SP 1.7)







Summative Evaluation: State Accountability data, PEIMS submissions and attendance records, 2015-16 ADA

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) 15-16 Attendance rate will improve from 93.9% to 96%. We will work collaboratively with parents and the community to improve student academic skills by providing parent involvement activities that promote parent awareness of student strengths and weaknesses as well as teach them specific strategies to work with their child at home as well as find resources for parents having difficulty getting their children to school on time.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Brenda Rangel-Attendance Clerk, Felicita Garcia-Counselor, Classroom teachers	-Copy of letter sent home to parents -Sign in Sheets -Minutes -Agenda for ARC Meeting -Documentation in Eduphoria- -Growth plans for attendance for magnet				
Funding Sources: Title One School-wide							
<p>Critical Success Factors CSF 5</p> <p>2) Quarterly attendance individual and classroom incentives.</p>		Classroom teachers	Quarterly Attendance reports				
Funding Sources: Local							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Attendance meeting minutes/documentation of face to face, phone or home visit attendance meetings for students having more than 3 absences each quarter.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Brenda Rangel-Attendance Clerk, Felicita Garcia-Counselor, Classroom teachers	-Copy of letter sent home to parents -Sign in Sheets -Minutes -Agenda for ARC Meeting -Documentation in Eduphoria- -Growth plans for attendance for magnet -Parental contact documentation -Weekly attendance reports				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Monitor excessive absences by completing truancy checklists in Eduphoria.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Brenda Rangel-Attendance Clerk, Felicita Garcia-Counselor, Classroom teachers	-Completed Truancy Checklists in Eduphoria				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 8: At Milam all core content area teachers will utilize the standard data analysis tool and processes.
 SP 1.1, SP 2.4








Summative Evaluation: 2014-15 Eduphoira AWARE Documentation, PLC notes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Beginning of the Year PD on the use of AWARE for Data Disaggregation and RTI.</p> <p>Ongoing training on AWARE as needed.</p> <p>PLC focus on SBA and Unit Assessment Data.</p> <p>PD on LEAD4WARD Analyzing Learning Standards.</p> <p>Data dig for 3rd-5th grade.</p> <p>1/2 day planning based on information from the data dig.</p>	1, 2, 3, 4, 8, 9	Fallon McLane-CCF, Christine Mason-Reading Specialist, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	-Sign-in sheets -Notes/Minutes -Recommendations				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 1: Milam will ensure that migrant services are provided in accordance with all federal guidelines. SP 1.1, SP 1.2, SP 1.6, SP 1.9, SP 2.1, SP 2.4, SP 4.1









Summative Evaluation: Compliance report for 2014-2015

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Identify students who meet migrant criteria and communicate information with teachers.</p> <p>Monitor attendance, academics and other needs.</p> <p>Provide supplies to students when needed.</p> <p>Provided Food2Kids services when needed.</p> <p>Parenting Partners classes.</p>	1, 2, 3, 6	Brenda Rangel-Clerk, Felicita Garcia-Counselor, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Classroom Teachers, Family Resource Provider	<ul style="list-style-type: none"> -Compliance Report -SBA's -DBA's -Teacher created assessments -STAAR -Attendance 				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>2) Collaborate with Federal and State District offices to ensure that migrant services are provided in accordance with all federal guidelines.</p> <p>Milam will identify migrant students. We will support the bilingual department by encouraging parents to attend Parenting Partners'workshops and providing support to those students in need of services such as tutoring, counseling, etc.</p>	3, 6	Brenda Rangel-Clerk, Felicita Garcia-Counselor, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Classroom Teachers, Parenting Partners Team	<ul style="list-style-type: none"> -Compliance Reports -Parenting Partners sign-in sheets 				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 2: At Milam all core content area teachers will utilize the standard data analysis tool and processes. SP 1.1, SP 2.4










Summative Evaluation: Compare 14-15 to 15-16 data for identification improvements and make adjustments based on matrix.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) *Beginning of the Year PD on the use of AWARE for Data Disaggregation and RTI</p>	1	Fallon McLane-CCF	<p>Formative: 2014-15 Eduphoria AWARE Documentation, SBA, DBA, unit tests and teacher made assessments, grade book data, PLC notes</p> <p>Summative: 2015-16 Eduphoria AWARE Documentation, PLC notes</p>				
Funding Sources: Local, Title One School-wide, State Comp Ed							
<p>Critical Success Factors CSF 1</p> <p>2) Ongoing training on AWARE as needed</p>	8	Fallon McLane-CCF	<p>Formative: 2014-15 Eduphoria AWARE Documentation, SBA, DBA, unit tests and teacher made assessments, grade book data, PLC notes</p> <p>Summative: 2015-16 Eduphoria AWARE Documentation, PLC notes</p>				
<p>Critical Success Factors CSF 2</p> <p>3) 2014-2015 STAAR Data and SBA/ Unit Assessments 2015 Data will be the focus for PLCs</p>	9	Fallon McLane-CCF	<p>Formative: 2014-15 Eduphoria AWARE Documentation, SBA, DBA, unit tests and teacher made assessments, grade book data, PLC notes</p> <p>Summative: 2015-16 Eduphoria AWARE Documentation, PLC notes</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 3: Milam will ensure the utilization of the GT Identification process and will increase GT identified student numbers by 10%. (SP 1.1 and 1.2)








Summative Evaluation: Compare 15-16 to 14-15 data for identification improvements and make adjustments based on matrix.









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Review matrix with appropriate leadership team and GT teacher.</p>	2, 3, 4	GT Cluster teachers (1st-5th), GT Program Teacher-Claudia Richards, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Classroom Teachers	<p>Formative: Review 2014-14 data for identification and make adjustments based on matrix.</p> <p>Summative: Compare 14-15 to 15-16 data for identification improvements and make adjustments based on matrix.</p> <p>-List of identified students</p>				
Funding Sources: Local							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Ensure new teachers complete 30 hour GT training</p>	2, 3, 4	Natalie Fitzgerald-Principal, Classroom Teachers, SIP Team	30 hour GT Certificate				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Ensure teachers receive 6 hour update for GT.</p>	2, 3, 4	Natalie Fitzgerald-Principal, Classroom Teachers, SIP Team	6 hour GT Certificate				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>4) Teachers encourage parents to fill out application for not yet identified for GT program</p>	2, 3	Classroom teachers	Completed GT applications				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 4: Milam will ensure that PBIS/CHAMPS discipline management practices are in place in 100% of classrooms to provide learning environments that are productive and safe. SP 2.6

Summative Evaluation: Review datas from 2014-15 to 2015-16 Discipline referrals and attendance data







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Implementation of PBIS/CHAMPS in all Milam classrooms</p>		Milam Attendance and Discipline Committee, CHAMPS Team, Brenda Rangel-Building clerk Natalie Fitzgerald-Principal, Kristen Roe-Assistant Prinicpal	<p>Formative: Review of 2014-15 Discipline referral and attendance data</p> <p>Summative: Review datas from 2014-15 to 2015-16 Discipline referrals and attendance data</p>				
Funding Sources: Local, State Comp Ed							
<p>Critical Success Factors CSF 6</p> <p>2) Use of Positive Referrals to encourage positive behavior choices.</p>		Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Classroom Teachers	Positive referrals				
<p>Critical Success Factors CSF 6</p> <p>3) Participation in Red Ribbon Week</p>		Genevieve Nava	Participation in Milam Red Ribbon Week activities				
Funding Sources: Local							
<p>4) Character Education classes are conducted monthly by counselor</p>		Felicita Garcia-Counselor	Reduction in referrals				
Funding Sources: Local							
<p>5) Anti Bullying lessons are taught 4 times a year with grade level classes</p>		Felicita Garcia-Counselor	Reduction in referrals and bullying checklists				
<p>6) Staff trained in the Emergency Operations Plan</p>		Natalie Fitzgerald-Principal	Successful drills and all EOP Members trained				
<p>7) Emergency Drills as scheduled</p>		Natalie Fitzgerald-Principal	Successful drills				

8) Use of hall pass visitor system		Office staff: Lori Sanchez-Secretary, Brenda Rangel-Clerk, Sha Ray-Magnet Clerk	All visitors must check into the office using the hall pass system at all times.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>9) CHAMPS Team will meet monthly to review PBIS/CHAMPS plan, monitor referrals, identify teachers in need of discipline PD and assistance, determine what changes need to be made and make adjustments as needed.</p>	2, 3, 4, 10	Milam Attendance and Discipline Committee, CHAMPS Team, Brenda Rangel-Building clerk Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Discipline referral review every 9 weeks				
<p align="center">Critical Success Factors CSF 6</p> <p>10) Provide all teachers with PBIS/CHAMPS Professional Development during August PD</p>	2, 3, 4, 10	Natalie Fitzgerald-Principal	Successful implementation of PBIS/CHAMPS in all classrooms.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 5: Milam students who are in need of food will be provided weekend provisions through the Food 2 Kids Program.







Summative Evaluation: Number of active participants of the Food 2 Kids Program.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Program parent letter/application sent home.</p> <p>Food distributed every Friday.</p>	2, 6, 10	Felicita Garcia-Counselor, Natalie Fitzgerald-Principal, Family Resource Provider, Food 2 Kids	Number of active participants in Food 2 Kids.				
Funding Sources: IDEA-B, Local							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 6: Milam will ensure that campuses provide a safe, orderly learning environment that promotes academic achievement, increased attendance, and reduction in number of discipline referrals and drop outs. SP 2.9, SP 2.6








Summative Evaluation: Comparison of 2013-2014 data to 2014-2015 data by teacher, grade level, gender, and all sub populations Attendance and Discipline Committee Meetings Dropout Prevention, Truancy and Homeless Intervention

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) *Continue Positive Referrals *Character Education classes are conducted weekly by counselor *Anti Bullying lessons are taught 4 times a year with grade level classes *Milam Students of the Week are chosen weekly. *Monitor referrals, identify teachers in need of discipline PD, and make adjustments as needed *Monitor attendance rates and sent Warning letters and schedule parent conferences for Tardies and Attendance as needed		Milam Attendance and Discipline Committee, District Social Worker Brenda Rangel-Building Clerk Natalie Fitzgerald-Principal Kristen Roe-Assistant Principal	Comparison of 2013-2014 data to 2014-2015 data by teacher, grade level, gender, and all sub populations Attendance and Discipline Committee Meetings Dropout Prevention, Truancy and Homeless Intervention				
Funding Sources: Local, IDEA-B							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 7: Milam will ensure that 100% of all teachers have received professional development on student and staff support for suicide prevention, violence prevention and intervention and harassment and dating violence. SP 2.7











Summative Evaluation: Milam will review 2015-2016 discipline referrals, attendance and other information of student behavior issues. Comparison of 2014-2015 discipline data for all sub populations.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) 1. Evaluation of 2014-2015 discipline referral data 2. Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor 3. Continue Positive Referrals 4. Character Education classes are conducted weekly by counselor 5. Anti Bullying lessons are taught 4 times a year with grade level classes 6. Implementation of Student of the Month Character Luncheons 7. Weekly students of the week (one for K-2nd grade and one for 3rd-5th grade) 8. Monitor referrals, identify teachers in need of discipline PD, and make adjustments as needed</p>	2, 10	Teachers, Campus Counselor-Felicita Garcia, Administrators, SAS Counselor	Milam will review 2014-2015 discipline referrals, attendance and other information of student behavior issues. Comparison of 2014-2015 discipline data for all sub populations.				
Funding Sources: Local, IDEA-B							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) 1. CHAMPS Team will meet monthly to review PBIS/CHAMPS plan, monitor referrals, identify teachers in need of discipline PD and assistance, determine what changes need to made and make adjustments as needed. 2. Guidance and training on suicide and violence will be sought from SAS Counselor 3. Visit by weekly SAS counselor 4. Weekly Bully Blocker Lessons 5. SafeSchools Modules (staff) Stewards of Children-From Darkness to Light</p>	2, 10	SAS Counselor, Felicita Garcia-Counselor, Classroom teachers, Natalie Fitzgerald-Principal Kristen Roe-Assistant Principal, Harmony Home	-SafeSchools Training -Stewards of Children Sign-in				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 1: Milam will provide training and support to ensure 100% alignment within the districts linguistic sequence. (SP 3.1)

Summative Evaluation: TELPAS, STAAR, Unit Assessments for Reading, Math, Reading, Writing and Science

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) LPAC update training.	2, 3, 4, 8, 9, 10	Bilingual/ESL K-5 teachers, administrators, CCF	LPAC Meeting Participation				
				Funding Sources: Local, State Bilingual ESL			
2) LPAC new students to better choose the best setting for them.		Bilingual/ESL K-5 teachers, administrators, CCF	LPAC Meeting data				
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 3) Continued support for guided reading for bilingual teachers.	2, 3, 4, 8, 9, 10	Bilingual/ESL K-5 teachers, administrators, CCF	Formative: SBA's and DBA's from district; teacher made assessments, iStation, classworks Summative: STAAR Math and Reading, TELPAS				
				Funding Sources: Local, State Bilingual ESL			
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 4) Review students academic progress through the school years.	2, 3, 4, 8, 9, 10	Bilingual/ESL K-5 teachers, administrators, CCF	Formative: SBA's and DBA's from district; teacher made assessments, iStation, classworks, TELPAS Summative: STAAR Math and Reading				
				Funding Sources: Local, State Bilingual ESL			
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 5) Implementation of the bilingual department resources (Voyager)	2, 3, 4, 8, 9, 10	Bilingual/ESL K-5 teachers, administrators, CCF	Formative: SBA's and DBA's from district; teacher made assessments, iStation, classworks, TELPAS Summative: STAAR Math and Reading				
				Funding Sources: Local, State Bilingual ESL			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 2: Milam will support the bilingual department by continuing to encourage teachers to earn ESL certification to better serve our student population.

Summative Evaluation: STAAR Math and Reading








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 1) LPAC BOY, MOY and EOY training.	2, 3, 4, 8, 9, 10	Kristen Roe- Assistant Principal	-Agenda -Minutes -Sign-in sheets				
				Funding Sources: Local, Title Three Bilingual/ ESL			
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 2) LPAC new students to better choose the best setting for them.	2, 3, 4, 8, 9, 10	LPAC Committee	-LPAC Reviews				
				Funding Sources: Local, Title Three Bilingual/ ESL			
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 3) Guided reading, SIOP, ELPs training for bilingual teachers.	2, 3, 4, 8, 9	Christine Mason- Reading Specialist Fallon McLane- CCF, Natalie Fitzgerald- Principal, Kristen Roe-Assistant Principal	-Agenda -Minutes -Sign-in sheet -ESL Certifications				
				Funding Sources: Local, Title Three Bilingual/ ESL			
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 4) Review and monitor students' academic progress through the school years (Denials, M1, M2)	2, 3, 4, 8, 9, 10	LPAC Committee	-Agenda -Minutes -Sign-in sheet -ESL Certifications				
				Funding Sources: Local, Title Three Bilingual/ ESL			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) Continue implementation of the bilingual department resources (Voyager)</p>	<p>2, 3, 4, 8, 9, 10</p>	<p>ECISD Bilingual Department Kristen Roe- Assistant Principal Natalie Fitzgerald- Principal Classroom teachers</p>	<p>-SBA's -Teacher made assessments -Unit tests -iStation -classworks -LPAC reviews</p>				
<p>Funding Sources: Local, Title Three Bilingual/ ESL</p>							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Ensure at least one teacher per grade level gets the ESL training and certificate each semester.</p> <p>Ensure all departmentalized teachers will receive ESL certification.</p> <p>Ensure Assistant Principal has ESL Certification.</p>	<p>2, 3, 4, 8, 9, 10</p>	<p>Classroom teachers, Kristen Roe- Assistant Principal, Natalie Fitzgerald- Principal</p>	<p>-ESL Certifications</p>				
<p>Funding Sources: Title Three Bilingual/ ESL</p>							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 3: Milam will follow all Special Education Operating Guidelines and comply with federal, state, and local rules/regulations. Milam will ensure the special Education passing rate on the state assessment will increase 10% for the 2015-2016 school year. (SP 3.1)







Summative Evaluation: STAAR (alt STAAR) Math, Reading, Writing and Science results, TELPAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Identify students in each classroom, deliver IEP/s and monitor progress.</p>	2, 3, 4, 8, 9, 10	Ellen Smith-Special Ed. Teacher Campus Administrators	<p>Formative: SBA's from district; teacher made assessments/ observation, Istation, Brainchild, ARD meetings, review of Special Education folders.</p> <p>Summative: STAAR (A/Alt STAAR) Math and Reading</p>				
Funding Sources: IDEA-B							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) 1.Review Special Ed folders 2.Monitor student assessments and progress. 3.Review accommodations as stated on student IEP. 4.Revise ARD paperwork to ensure that all contents are correct 5. Meet with Campus Case Manager to ensure all IEP's are disseminated to teachers with SpEd students. 6. Meet with teachers of SpEd students to ensure schedule of services and accommodations are understood. 7. Teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity 8. Special Education teachers will receive proper training to support the district.</p>	2, 3, 4, 8, 9, 10	Ellen Smith-Special Ed. Teacher, Campus Administrators, Classroom Teachers	<p>-SBA's -Brainchild Reports -Istation Reports -Classworks Reports -STAAR -TELPAS -IEP's</p>				
Funding Sources: State Comp Ed							
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 4: Milam teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity.







Summative Evaluation: STAAR (alt STAAR) Math and Reading

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) 1/2 day trainings and training days and specialized training through Lead4ward</p>	1, 2, 3, 4, 8, 9, 10	Classroom teachers, Kristen Roe- Assistant Principal, Natalie Fitzgerald- Principal, Region 18, Fallon McLane- CCF, Christine Mason-Reading Specialist, teacher leaders, Lead4ward staff	-Sign-in -Agenda showing involvement				
Funding Sources: Title Two Professional Development							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 5: All Milam teachers will be trained on Kagan Cooperative Grouping.







Summative Evaluation: walk through, teacher made assessments, rubrics, observation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Increase student engagement through Kagan Cooperative grouping and structures.</p> <p>All teachers will be trained in Kagan Cooperative Grouping days 1-5.</p>	2, 3, 4, 8, 9, 10	Kristen Roe- Assistant Principal, Natalie Fitzgerald- Principal, Region 18, Fallon McLane- CCF	walk through, teacher made assessments, rubrics, observations				
Funding Sources: Title Two Professional Development							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 6: All students will be taught by highly qualified teachers and instructional paraprofessionals.

Summative Evaluation: 2015-2016 only hire only HQT staff (100%)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Interview Highly Qualified applicants for open positions.</p> <p>Place highly qualified subs in open positions.</p>	3, 4	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Highly Qualified teacher and instructional paraprofessionals				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 7: Milam will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom.

Summative Evaluation: STAAR (alt STAAR) Math and Reading

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.







Performance Objective 8: Milam has a support a system that encourages and embraces diversity for staff and students.

Summative Evaluation: STAAR Math and Reading

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 9: Milam will continue to maintain and strengthen magnet program identity.

Summative Evaluation: Student Magnet Enrollment
Magnet Program Participation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 6 CSF 7 1) Magnet selection sheets	9	Natalie Fitzgerald-Principal; Kristen Roe-Assistant Principal	Magnet selection sheets (choices)				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.





Performance Objective 10: All Milam Staff and students will be educated in bullying awareness and prevention.
SP 2.8

Summative Evaluation: Bully reports, referrals as well as behavioral RTI's.











Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

Performance Objective 1: Milam will improve inter-dependent partnerships with parent and our community.

Summative Evaluation: Surveys and feedback from parent events and Parent Participation during parent night events.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue Watchdog Program -Watchdog recruitment-Donuts with Dad</p>	2	VIP Chair, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Sign in sheets, Male role models participating in the Watchdog program				
Funding Sources: Local, State Comp Ed							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) All teachers and staff members will host the "Meet the Teacher Night" on August 21, 2015 in their classroom to encourage parental involvement.</p>	2	Teachers, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Sign in sheets				
Funding Sources: Local							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) All classroom teachers will host Parent Orientation within the first 2 weeks of school to present/discuss grade level expectations. At this time, the principal will review the parent compact with parents.</p>	2	Classroom Teachers,	Agendas, sign in sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parent meetings for special area activities</p>	2	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Special Area teachers	-Agendas -Sign in sheets				








5) AVID parent involvement activities	Critical Success Factors CSF 5 CSF 6	2	Betsy Lujan-AVID Coordinator, Natalie Fitzgerald- Principal, Kristen Roe-Assistant Principal	-Agendas -Notes home -Sign-in sheets				
6) Parent Utility training for Title 1 school	Critical Success Factors CSF 1 CSF 5 CSF 6	2	Natalie Fitzgerald- Principal	-Agenda -Sign-in sheets				
7) Magnet Contract for all students	Critical Success Factors CSF 5 CSF 6	2	Natalie Fitzgerald- Principal, Kristen Roe-Assistant Principal, Shay Ray-Magnet Aide	-Signed magnet contracts				
8) PTA Board will meet and set goals	Critical Success Factors CSF 5 CSF 6	2	Natalie Fitzgerald- Principal, Jennifer Bizzell-PTA Board Member	-Agenda -Sign-in sheets -Goals				
9) Implement use of Parent Link to communicate with parents	Critical Success Factors CSF 5 CSF 6	2	Natalie Fitzgerald- Principal	-Parentlink logs				
10) Implementation of Milam Facebook	Critical Success Factors CSF 5 CSF 6	2	Natalie Fitzgerald- Principal, Kristen Roe-Assistant Principal	-Communication sent out via facebook				
11) VIPS Recruiting event	Critical Success Factors CSF 5 CSF 6	2	Mary Gorman and Melinda Brady- VIPS chair, Natalie Fitzgerald-Principal	-Number of active volunteers -Agendas -Sign in sheets				
12) Volunteers assisting with Book Fair	Critical Success Factors CSF 5 CSF 6	2	Mary Gorman and Melinda Brady- VIPS chair, Natalie Fitzgerald-Principal	-Number of parents that assist -Sign in sheets				
13) Milam Science Fair	Critical Success Factors CSF 5 CSF 6	2	Stephanie Clark- Science Fair Coordinator, Natalie Fitzgerald- Principal	-Sign in sheets				
14) 3rd grade Parent Math Workshops	Critical Success Factors CSF 1 CSF 5 CSF 6	2, 4	3rd grade teachers, Natalie Fitzgerald- Principal	-Invitations -Sign in sheets				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>15) 4th and 5th grade Parent/Student Math Camp</p>	2, 4	4th & 5th grade teachers, Natalie Fitzgerald-Principal	-Invitations -Sign in sheets				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>16) Math take home backpacks for Kindergarten, 1st grade and 2nd grade</p>	2, 4, 6	Kindergarten teachers, 1st grade teach, 2nd grade teachers, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal	Weekly checkout sheets of backpacks				
Funding Sources: Title One School-wide - \$2476.00							
<p>Critical Success Factors CSF 5</p> <p>17) Refrigerator Magnets with school phone number, website and face book information.</p>	6	Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Brenda Rangel-Clerk, Lori Sanchez-Secretary	Calls for absences by 9:30am and increased parent /school communication				
Funding Sources: Title One School-wide - \$310.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>18) 1. Increase parent night activities-2 reading nights and 2 math nights, PTA Meetings and all other family events.</p>	2, 4, 10	Classroom teachers, Natalie Fitzgerald-Principal, Kristen Roe-Assistant Principal, Fallon McLane-CCF, Christine Mason-Reading Specialist	-Notes home -Agendas -Sign in sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>19) Parenting Partner Training for Parents</p>	2, 4	Kristen Roe-Assistant Principal, Estefania Encinas-3rd grade bilingual teacher, Betsy Lujan-4th grade bilingual teacher, Iris DelBosque-5th grade bilingual teacher	-Invitations sent home -Agendas -Sign-in sheets				
Funding Sources: Title Three Bilingual/ ESL							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

Performance Objective 2: Student recognition will increase. SP 4.1







Summative Evaluation: Parent sign-in, Student Awards, Invitations

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Semester Academic Ceremonies for all classrooms	2, 6, 10	Natalie Fitzgerald-Principal, classroom teachers	-Parent Sign ins -Student Awards -Invitations				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Principal's Award (January and June)	2, 6, 10	Natalie Fitzgerald-Principal, classroom teachers	-Parent Sign ins -Student Awards -Invitations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.







Performance Objective 3: Milam Culture and teacher morale shifts to District vision and mission.

Summative Evaluation: Survey results, performance measures, staff retention data and vacancy data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Milam Employee Survey will be sent out in December regarding employee morale.</p>	2	Natalie Fitzgerald-Principal	Completed surveys				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.







Performance Objective 4: Establish and maintain relationships community organizations

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Community partnership with Highland United Methodist Church.	2	Natalie Fitzgerald-Principal, Felicita Garcia-Counselor					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: We will communicate effectively to serve our mission.

Performance Objective 1: Comprehensive communication plan developed for Ector County community by summer 2014 (Supports Federal & State Priority Goal SP 2.4)







Summative Evaluation: Communication plan in place

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) 1) Information will be provided to all students/parents at registration that includes the campus Vision and Mission. The school website will also post the campus Vision and Mission. Title I parent meetings will be held in compliance with Title I timelines to communicate Title I components, parent survey, parent/student compact, and parent policy. The Milam Webpage will be updated monthly. Encourage students and parents to utilize school web page on a regular basis. Utilize Communication Systems in Place: website, parent link, facebook, monthly newsletter from principal, calendar and digital marquee</p>	6	Natalie Fitzgerald-Principal; Kristen Roe-Assistant Principal	Links on the website, Facebook, Parent Orientation meetings Agenda/Sign in sheets for all parent meetings				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: We will model and market our new culture throughout our community to ensure support and participation.

Performance Objective 1: Develop or procedurure instrument to be used to communicate ECISD's long range plan, mission and vision.







Summative Evaluation: Instrument or procedures implemented

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Milam will ensure that more effective communication is used for school events. Milam's facebook page will be updated weekly. Milam's website and teacher pages will be updated bi-weekly. Teachers will communicate with bi-weekly newsletters to parents.</p>	1, 6, 10	All staff	Increase in parental involvement such as PTA, family night, sign ins and an increase in VIP Program.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: We will model and market our new culture throughout our community to ensure support and participation.

Performance Objective 2: Develop or procure instrument to be used to gather data and gauge community understanding, confidence and overall culture by summer of 2014

Summative Evaluation: Instrument or procedures implemented

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Surveys will be given at the end of the parental involvement activities.</p>	6	Christine Mason-Reading Specialist, Natalie Fitzgerald-Principal; Kristen Roe-Assistant Principal	Survey results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.
1	1	2	Principal, AP, CCF, and Reading specialist will provide support to teachers in the implementation of the District Managed Curriculum. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc.) and facilitating lesson materials and manipulatives.
1	1	4	Sheltered Instruction strategies will be implemented and monitored in every classroom. All teachers trained on SIOP using Moodle. Sign-in sheets and certificates will be turned in to verify completion. Training for Module I begins August 14, 2015 and end with Module IV being completed by December 11, 2015.
1	1	5	ELPS training and strategies will be implemented in all classrooms. All teachers will be trained on ELPS during grade level PLC's. Agenda and sign-in sheets will be turned in to verify completion. Training for Module I begins August 14, 2015 and ends with Module IV being completed by January 29, 2016.
1	1	10	Milam sub populations (African American, Economically Disadvantaged, and SPED) will score at a rate of 75% or above as measured by the STAAR Math test. Strategy: Math instruction will focus on the process standards at all grade levels. Intervention: Region 18 will model math instruction for teachers at Milam. Use of Kagan structures in all content area classes. Teachers will form intervention groups based on data from Istation (grades Kinder-5th) Classworks (2nd-5th), and Guided Math.
1	1	11	Math curriculum will be supported by tracking system data trends utilizing the district walkthrough form that leads to support for faculty members and students.
1	1	12	Kagan Cooperative Learning structures will be implemented in all classrooms.
1	1	13	At the end of the 2015-2016 school year Milam Elementary will exceed the Index 1 target goal of 60 as measured by STAAR.
1	2	4	Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative.
1	2	7	Instruction will be adjusted through the use of campus based formative assessment results (Classworks for Reading and Math, Istation for Reading)
1	3	1	Writing and Horizontal PLC's will meet to adjust Instruction after data disaggregation of formative assessment results & via the PLC process; and monitored via walk troughs by administrators
1	3	3	Teacher training in District Benchmark in summer will be followed through in the classroom and monitored via administrator walk troughs, lesson plan checks and the PLC process.

Goal	Objective	Strategy	Description
1	3	4	By the end of the 2015-2016 school year, the staff at Milam Elementary will meet a minimum of 16 times for vertical planning, horizontal planning, and data analysis as measured by meeting agendas, sign in sheets, meeting minutes, and administrative observations. Through walk-throughs and PDAS, instructional leadership will ensure the implementation of decisions made during vertical planning, horizontal planning, and data analysis.
1	3	5	Milam sub populations (All students, Hispanic, and Economically Disadvantaged) will score at or above 70 % mastery in writing. Strategy: Milam will focus on clear expectations related to writing for grades K-5 to ensure that all grade levels are contributing to writing success. All grade levels will implement writing expectations that were developed by the writing vertical team. Interventions: The district ELAR coordinator will develop rubrics for writing in grades K-5 and the campus will implement the new writing curriculum provided by the district. Writing expectations will be developed by the Milam writing vertical team. Teachers will attend After the Bell sessions for writing that are provided by the district. Writing prompts (BOY, MOY, EOY) will be developed by the Milam writing team for grades K-5.
1	3	6	The writing curriculum will be supported by tracking system data trends utilizing the district walkthrough form that leads to support for faculty members and students.
1	8	1	Beginning of the Year PD on the use of AWARE for Data Disaggregation and RTI. Ongoing training on AWARE as needed. PLC focus on SBA and Unit Assessment Data. PD on LEAD4WARD Analyzing Learning Standards. Data dig for 3rd-5th grade. 1/2 day planning based on information from the data dig.
2	2	1	*Beginning of the Year PD on the use of AWARE for Data Disaggregation and RTI
3	1	3	Continued support for guided reading for bilingual teachers.
3	1	4	Review students academic progress through the school years.
3	1	5	Implementation of the bilingual department resources (Voyager)
3	2	1	LPAC BOY, MOY and EOY training.
3	2	2	LPAC new students to better choose the best setting for them.
3	2	3	Guided reading, SIOP, ELPs training for bilingual teachers.
3	2	4	Review and monitor students' academic progress through the school years (Denials, M1, M2)
3	2	6	Ensure at least one teacher per grade level gets the ESL training and certificate each semester. Ensure all departmentalized teachers will receive ESL certification. Ensure Assistant Principal has ESL Certification.
3	3	2	1. Review Special Ed folders 2. Monitor student assessments and progress. 3. Review accommodations as stated on student IEP. 4. Revise ARD paperwork to ensure that all contents are correct 5. Meet with Campus Case Manager to ensure all IEP's are disseminated to teachers with SpEd students. 6. Meet with teachers of SpEd students to ensure schedule of services and accommodations are understood. 7. Teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity 8. Special Education teachers will receive proper training to support the district.

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)

(SP3.2) All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)

(SP 3.3) All campuses will provide professional development in utilizing technology. (Goal ?)

(SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5) All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Campuses will utilize instructional technology as a teaching tool for student success. (Goal ?)

(SP4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administrator	Natalie Fitzgerald	Principal
Administrator	Kristen Roe	Assistant Principal
Business Representative	Jesse Arredando	La Fiesta Bakery
Business Representative	Myrte Fay Webbs	Sam's BBQ
Classroom Teacher	Jennifer Bizzell	3rd grade Teacher
Classroom Teacher	Gabriel Chavez	5th grade Math /SS Teacher
Classroom Teacher	Stephanie Clark	5th grade Science Teacher
Classroom Teacher	Iris DelBosque	5th grade Bilingual Teacher
Classroom Teacher	Monica Goode	4th grade Teacher
Classroom Teacher	Kelli Jenkins	Fine Arts Teacher-Dance
Classroom Teacher	Jill Johnson	2nd grade Teacher
Classroom Teacher	Michelle Keast	Choir Teacher
Classroom Teacher	Marianne Lee	Art Teacher
Classroom Teacher	Genevieve Nava	4th grade Teacher
Classroom Teacher	Ellen Smith	Special Education Teacher
Classroom Teacher	Rebecca Walker	Kindergarten Teacher
Classroom Teacher	Annalisa Zapata	1st grade Teacher
Community Representative	Stacey Huff	Retired Educator
Community Representative	Dr. Donnie Norwood	PSP, Former Administrator, Former School Board Member
Non-classroom Professional	Felicita Garcia	Counselor
Non-classroom Professional	Fallon McLane	CCF
Parent	Amanda Fox	Parent Representative
Parent	Andrea Garcia	Parent Representative

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	7	2			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	7	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	6	1			\$0.00
1	6	5	After school tutors	164-11-6117-46-116-30	\$8,310.00

2	2	1			\$0.00
2	4	1			\$0.00
3	3	2			\$0.00
4	1	1			\$0.00
Sub-Total					\$8,310.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	3	1			\$0.00
1	6	1			\$0.00
1	7	1			\$0.00
2	2	1			\$0.00
4	1	16	ETA Math Backpacks for Kindergarten, 1st grade and 2nd grade	211-61-6399-00-116-30-21115	\$2,476.00
4	1	17	Refrigeratr magnet with Milam Information	211-61-6399-00-116-30-21115	\$310.00
Sub-Total					\$2,786.00

Title Two Professional Development

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
3	4	1			\$0.00
3	5	1			\$0.00
Sub-Total					\$0.00

Title Three Bilingual/ ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
4	1	19			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	12	Kagan content materials and management materials to support Cooperative learning and structures	199-11-6396-29-116-11	\$2,747.80
1	1	12	Kagan content materials and management materials to support Cooperative learning and structures	199-11-6399-00-116-11	\$1,405.80
1	4	1			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	6	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

3	1	5			\$0.00
4	1	2			\$0.00
Sub-Total					\$4,153.60
IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$0.00
2	6	1			\$0.00
2	7	1			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
State Bilingual ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$15,249.60