

Conroe Independent School District
Milam Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2022-2023 school year, Milam Elementary did not meet all three target areas:

- Domain 1- Student Achievement:
- Domain 2 - Student Progress:
- Domain 3 - Closing Performance Gaps:
- Overall 2020 Accountability:

Below is a summary of the 2023 STAAR campus results and House Bill 3 Data for Milam Elementary:

- 3rd Grade Reading - 65% Approaches, 34% Meets and 19% Masters
- 3rd Grade Math - 78% Approaches, 46% Meets and 21% Masters
- 4th Grade Reading - 65% Approaches, 38% Meets and 17% Masters
- 4th Grade Math - 76% Approaches, 56% Meets and 31% Masters
- 56% of K-2nd Grade students are reading at grade level or above
- 84% of 2nd grade students are performing at or above grade level on the Early Math Assessment
- 57% of 1st grade students are reading at grade level or above
- 74% of 1st grade students are performing at or above grade level on the Early Math Assessment
- 60% of kinder students are reading at grade level or above
- 83% of kinder students are performing at or above grade level on the Early Math Assessment
- 94% of PK students know their uppercase and lowercase letters
- 94% of PK students know their letter sounds
- 91% of PK students know how to count sets of objects

Student Achievement Strengths

The following areas were found to be strengths for Milam Elementary.

- 41% of Emergent Bilingual students achieved the Approaches level on the 2023 3rd grade STAAR Reading Assessment
- 23% of White students achieved the Masters level on the 2023 3rd grade STAAR Math Assessment
- 86% of Emergent Bilingual students achieved the Approaching level on the 2023 STAAR Math Assessment
- 80% of Special Ed students achieved the Approaches level on the 2023 4th grade STAAR Reading Assessment
- 85% of Hispanic students achieved the Approaches level on the 2023 4th grade STAAR Math Assessment
- HB3 60% of Kinder students were on grade level for End of Year BAS reading levels
- HB3 84% of Second grade students were on grade level for End of Year Early Math Assessments
- Milam Elementary received an overall grade of "C" on the state accountability system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. **Root Cause:** Lack of rigorous planning and staffing deficiencies.

Problem Statement 2 (Prioritized): 40% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** Lack of rigorous planning and staffing deficiencies.

Problem Statement 3 (Prioritized): 53% of 4th grade students achieved the Meets level on the 2023 STAAR Math Assessment. **Root Cause:** More work is needed on effective collaborative planning, and implementing Guided Math with fidelity.

Problem Statement 4 (Prioritized): 45% of 4th grade students achieved the Meets level on the 2023 STAAR Reading Assessment. **Root Cause:** More work is needed on effective collaborative planning, classroom management and implementing Guided Reading with fidelity.

Problem Statement 5 (Prioritized): 66% of Kindergarten through 2nd grade students scored on or above benchmark levels with foundational skills on literacy assessments at the end of the school year. **Root Cause:** Lack of educational opportunities due to Covid absences, and more need for differentiated and targeted instruction.

Problem Statement 6: 69% Kindergarten students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K instruction.

Problem Statement 7: 55% of 1st grade students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K or kindergarten instruction.

Problem Statement 8: 70% of 2nd grade students read on or above grade level on the Benchmark Assessment System (BAS)/Sistema de evaluacion de la lectura (SEL) at the end of the school year. **Root Cause:** Many students did not have early childhood/pre-K kindergarten, or first grade instruction.

Culture and Climate

Culture and Climate Summary

When looking at the Organizational Health Inventory (OHI), Milam has all domains at the Independent level. Our Communication Adequacy was the highest at 63%. Autonomy is our primary area of focus.

Culture and Climate Strengths

Climate and Culture strengths for Milam include:

Communication Adequacy

Adaptation

Problem Solving Adequacy

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Milam scored 62% in Resource Utilization on the OHI (Organizational Health Inventory). **Root Cause:** Administrators need to accept staff feedback to improve the effectiveness of our school.

Problem Statement 2 (Prioritized): Behavior in common areas continues to be a concern for staff and students. **Root Cause:** The PBIS/Foundations team needs to continue to review and revise common area expectations for student and staff behavior.

Problem Statement 3: The staff at Milam feels that they do not have sufficient input regarding the functioning of the school. **Root Cause:** There is a continued need to gather input from staff through a variety of ways, and to follow up with staff as needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Milam Elementary has an active PTO and we have increased the number of parent volunteers that come to campus. We are working on providing more academic nights for parents on topics like nutrition, behavior, and community resources. Parent involvement in educational matters is our focus as there is less engagement than our non-academic events.

Parent and Community Engagement Strengths

Parent feedback has been favorable in terms of communication. We have provided resources to parents and have partnered with the Montgomery County Food Bank to bring monthly Mobile Food Drives to our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents and community members do not feel comfortable participating in the everyday operations, as well as special events on campus. **Root Cause:** Staff must continue to plan events and more ways to get parents involved.

Problem Statement 2: Teachers are increasingly hesitant to contact parents in regards to student behaviors, and administration is having to intervene with difficult parents. **Root Cause:** There is a lack of documentation of behaviors, meetings with parents, and teachers being proactive with parent communication on student behaviors.

Problem Statement 3: Based on Marzano survey results, parents did not feel they were able to give adequate feedback to the school in regard to school culture or community events. **Root Cause:** We need to increase the communication to parents about avenues to provide feedback to the campus.

Priority Problem Statements

Problem Statement 1: Parents and community members do not feel comfortable participating in the everyday operations, as well as special events on campus.

Root Cause 1: Staff must continue to plan events and more ways to get parents involved.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment.

Root Cause 2: Lack of rigorous planning and staffing deficiencies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 40% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment.

Root Cause 3: Lack of rigorous planning and staffing deficiencies.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 53% of 4th grade students achieved the Meets level on the 2023 STAAR Math Assessment.

Root Cause 4: More work is needed on effective collaborative planning, and implementing Guided Math with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 45% of 4th grade students achieved the Meets level on the 2023 STAAR Reading Assessment.

Root Cause 5: More work is needed on effective collaborative planning, classroom management and implementing Guided Reading with fidelity.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Behavior in common areas continues to be a concern for staff and students.

Root Cause 6: The PBIS/Foundations team needs to continue to review and revise common area expectations for student and staff behavior.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: 66% of Kindergarten through 2nd grade students scored on or above benchmark levels with foundational skills on literacy assessments at the end of the school year.

Root Cause 7: Lack of educational opportunities due to Covid absences, and more need for differentiated and targeted instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Milam scored 62% in Resource Utilization on the OHI (Organizational Health Inventory).

Root Cause 8: Administrators need to accept staff feedback to improve the effectiveness of our school.

Problem Statement 8 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Goals






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 30% to 34%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Provide staff development on Benchmark Phonics for grades 3 and 4 to help increase reading fluency.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students achieving the Meets level on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Coaches, and District Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Books - Title I - \$6,000</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |





Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 47% to 50%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Our campus math coach will conduct lab sites every 9 weeks for grades 3 and 4 to model and coach teachers on research based Marzano instructional strategies.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students achieving the Meets level on STAAR Math.</p> <p>Staff Responsible for Monitoring: Principal, APs, Math Coach, District Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Math Coach - State Comp Ed - \$78,531.40, Supplies for labsites and manipulatives - Title I - \$15,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Utilize a tutor to support 3rd grade math students in closing their gaps in learning.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students achieving the Meets level on STAAR Math.</p> <p>Staff Responsible for Monitoring: Principal, APs and Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutor - State Comp Ed - \$2,110</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 3: Teachers will provide tutorials outside of the school day for students in 3rd grade and 4th grade for math and reading.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR Reading and Math Assessments.</p> <p>Staff Responsible for Monitoring: Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Tutors - Title I - \$7,586, Supplies - Title I - \$10,000</p> | Formative | | |
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Performance Objective 2 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 1: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> <p>Problem Statement 2: 40% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |






Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percentage of 4th grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 54% to 60%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Our campus interventionist will support teachers by working with students on a weekly basis in their areas of need according to their Accelerated Learning Plan.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students achieving the Meets level on STAAR Math.</p> <p>Staff Responsible for Monitoring: Coaches, Interventionist, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Interventionist - Title I - \$80,563</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 3 Problem Statements:

| Student Achievement |
|--|
| <p>Problem Statement 3: 53% of 4th grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: More work is needed on effective collaborative planning. and implementing Guided Math with fidelity.</p> |







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of 4th grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 45% to 48%.

High Priority

Evaluation Data Sources: STAAR, Common Assessments and Interim Assessments, Checkpoints

| Strategy 1 Details | Formative Reviews | | |
|--|---|------------|-------------|
| <p>Strategy 1: Utilize progress monitoring on all grade level assessments in 4th grade based on specific TEKS where students have historically scored low.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students achieving the Meets level on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Principal, APs, Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 4</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Utilize Summit K-12 for students in grades 2-4, daily to increase Emergent Bilingual (EB) proficiency on the 2024 TELPAS Assessment.</p> <p>Strategy's Expected Result/Impact: Increased English proficiency of EB students on the TELPAS Assessment.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 4, 5</p> <p>Funding Sources: Summit K-12 - Title III - \$6,320</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. **Root Cause:** Lack of rigorous planning and staffing deficiencies.

Problem Statement 4: 45% of 4th grade students achieved the Meets level on the 2023 STAAR Reading Assessment. **Root Cause:** More work is needed on effective collaborative planning, classroom management and implementing Guided Reading with fidelity.

Problem Statement 5: 66% of Kindergarten through 2nd grade students scored on or above benchmark levels with foundational skills on literacy assessments at the end of the school year. **Root Cause:** Lack of educational opportunities due to Covid absences, and more need for differentiated and targeted instruction.

Goal 1: Student Achievement and Post-Secondary Success







CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of Kindergarten through 2nd grade students that score on or above benchmark with foundational skills on End of Year literacy assessments from 66% to 69%.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS, BAS, Literacy assessments.

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Provide ongoing professional development on understanding and implementing the newly adopted Benchmark phonics program. Strategy's Expected Result/Impact: Increased student achievement with literacy skills. Staff Responsible for Monitoring: Principal, District ELA Coach, Campus ELA Coach</p> <p>Title I: 2.6 Problem Statements: Student Achievement 5 Funding Sources: ELA Coach - State Comp Ed - \$83,045.40, Supplies and books - Title I - \$15,817</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Utilize a tutor for our students in K-1 to support HB 3 growth and instruction. Strategy's Expected Result/Impact: K-1st grade students will meet the expected growth in Reading. Staff Responsible for Monitoring: Principal, APs</p> <p>Title I: 2.4, 2.6 Problem Statements: Student Achievement 5 Funding Sources: Tutor - State Comp Ed - \$2,110</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 5 Problem Statements:

Student Achievement






Problem Statement 5: 66% of Kindergarten through 2nd grade students scored on or above benchmark levels with foundational skills on literacy assessments at the end of the school year. **Root Cause:** Lack of educational opportunities due to Covid absences, and more need for differentiated and targeted instruction.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: We will retain and hire highly qualified coaches and interventionists to support teachers and students to increase academic growth.

Evaluation Data Sources: mCLASS, BAS, Branching Minds, CFAs, Interim Assessments.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Provide additional support to grade levels to help minimize learning gaps. Strategy's Expected Result/Impact: Increased student growth. Staff Responsible for Monitoring: Principal and APs</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Culture and Climate 1 Funding Sources: 4th Grade Teacher - State Comp Ed - \$7,320.20</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:






| Culture and Climate |
|---|
| <p>Problem Statement 1: Milam scored 62% in Resource Utilization on the OHI (Organizational Health Inventory). Root Cause: Administrators need to accept staff feedback to improve the effectiveness of our school.</p> |

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Allocate resources to maximize student performance in reading and math.

Evaluation Data Sources: mCLASS, BAS, Branching Minds, CFA, Interim Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Implement and monitor Dreambox on a monthly basis for student usage and growth. Strategy's Expected Result/Impact: Decreased learning gaps in math and increased student achievement.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Purchasing the Program - Title I - \$8,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

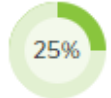




| Student Achievement |
|--|
| <p>Problem Statement 2: 40% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |
| <p>Problem Statement 3: 53% of 4th grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: More work is needed on effective collaborative planning, and implementing Guided Math with fidelity.</p> |

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Attend the district job fair to recruit highly qualified teachers that we can support and retain on our campus.

Evaluation Data Sources: OHI, HRS surveys, Appraisal data

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Provide monthly staff development to all teachers in all content areas as needed based on survey feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will implement Tier I best practices with fidelity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, APs and Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Culture and Climate 1</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:






| Culture and Climate |
|---|
| <p>Problem Statement 1: Milam scored 62% in Resource Utilization on the OHI (Organizational Health Inventory). Root Cause: Administrators need to accept staff feedback to improve the effectiveness of our school.</p> |

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Create common area student expectations with a common language for staff and students.

Evaluation Data Sources: Foundations, Observations, HRS surveys

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Continue the implementation of our CHAMPS book study and develop procedures and processes for new common areas.</p> <p>Strategy's Expected Result/Impact: Decreased negative behaviors and student referrals.</p> <p>Staff Responsible for Monitoring: Principals, APs and Foundations team</p> <p>Title I: 2.5</p> <p>Problem Statements: Culture and Climate 2</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:







| Culture and Climate |
|--|
| <p>Problem Statement 2: Behavior in common areas continues to be a concern for staff and students. Root Cause: The PBIS/Foundations team needs to continue to review and revise common area expectations for student and staff behavior.</p> |

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: We will become a Level 1 High Reliability School with the Marzano group.

Evaluation Data Sources: Surveys of safety and HRS levers and artifacts.

| Strategy 1 Details | Formative Reviews | | |
|---|--|------------|-------------|
| <p>Strategy 1: Teams will meet quarterly to disaggregate data to determine the primary areas to focus on to grow a safe and collaborative school. Strategy's Expected Result/Impact: Increased teacher collaboration and safety for all staff, parents and students. Staff Responsible for Monitoring: Principals, APs, Coaches.</p> <p>Title I: 2.5 Problem Statements: Culture and Climate 2</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will attend the Professional Learning Community (PLC) conference to grow our campus PLCs and to support Level I certification of High Reliability Schools. Strategy's Expected Result/Impact: Teachers will learn how to collaboratively plan as a team to increase student achievement. Staff Responsible for Monitoring: Principal, APs, Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Culture and Climate 1 Funding Sources: Staff development and travel - Title I - \$20,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Milam scored 62% in Resource Utilization on the OHI (Organizational Health Inventory). **Root Cause:** Administrators need to accept staff feedback to improve the effectiveness of our school.






Problem Statement 2: Behavior in common areas continues to be a concern for staff and students. **Root Cause:** The PBIS/Foundations team needs to continue to review and revise common area expectations for student and staff behavior.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: We will continue to offer opportunities for academic events to engage the community in their child's education.

Evaluation Data Sources: Parent sign in sheets, Parent event agendas

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: We will have two academic nights, one in the Spring and one in the Fall, for parents to receive and learn about activities they can use at home to help their children to be successful in school.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement in their child's education at home and at school.</p> <p>Staff Responsible for Monitoring: Coaches, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Parent and Family Engagement Supplies, Books, and Materials - Title I - \$12,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:






| Parent and Community Engagement |
|--|
| <p>Problem Statement 1: Parents and community members do not feel comfortable participating in the everyday operations, as well as special events on campus. Root Cause: Staff must continue to plan events and more ways to get parents involved.</p> |

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: We will monitor the implementation of Guided Math and Independent Reading in the classrooms.

Evaluation Data Sources: Interim assessments, Walkthroughs, PLCs, Lab sites.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|------|
| <p>Strategy 1: Teachers will big picture plan every 9 weeks to analyze the upcoming TEKS and lay the foundation for weekly lesson planning. They will continue to plan collaboratively every week to ensure all high levels of rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Decreased student learning gaps for all students and differentiated for SPED and EB students.</p> <p>Staff Responsible for Monitoring: Principals, APs, and coaches</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 4, 5</p> <p>Funding Sources: Subs for planning - Title I - \$16,400</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:






| Student Achievement |
|--|
| <p>Problem Statement 1: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |
| <p>Problem Statement 4: 45% of 4th grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: More work is needed on effective collaborative planning, classroom management and implementing Guided Reading with fidelity.</p> |
| <p>Problem Statement 5: 66% of Kindergarten through 2nd grade students scored on or above benchmark levels with foundational skills on literacy assessments at the end of the school year. Root Cause: Lack of educational opportunities due to Covid absences, and more need for differentiated and targeted instruction.</p> |

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: All students will have access to technology devices at school to close gaps in their own learning.

Evaluation Data Sources: Dreambox reports, CFAs, CAs

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|------|
| <p>Strategy 1: Teachers will integrate technology into daily instruction to provide students with multiple avenues to access their learning.</p> <p>Strategy's Expected Result/Impact: Student proficiency with technology to increase student growth, and for taking End of Year Assessments.</p> <p>Staff Responsible for Monitoring: Principals, APs, Coaches and Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p> <p>Funding Sources: Devices - Title I - \$27,000</p> | Formative | | |
| | Dec | Mar | June |
| |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: 30% of 3rd grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |
| <p>Problem Statement 2: 40% of 3rd grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: Lack of rigorous planning and staffing deficiencies.</p> |
| <p>Problem Statement 3: 53% of 4th grade students achieved the Meets level on the 2023 STAAR Math Assessment. Root Cause: More work is needed on effective collaborative planning, and implementing Guided Math with fidelity.</p> |
| <p>Problem Statement 4: 45% of 4th grade students achieved the Meets level on the 2023 STAAR Reading Assessment. Root Cause: More work is needed on effective collaborative planning, classroom management and implementing Guided Reading with fidelity.</p> |

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Our analysis included diving into our STAAR data. This data has also been shared with parents and teachers have shared information about this as well. We have created progressive measures for our students' growth.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed with the involvement of our site based team. This team consists of a variety of stakeholders including teachers, principals, parents, community and business members. We analyzed data that included student progress, student achievement, TELPAS, benchmarks, and reading levels.

2.2: Regular monitoring and revision

Throughout the year the core team will informally monitor the progress of our CIP. Formally we will review the progress of these goals in December, March, and June. As we monitor the progress we will revise or implement additional strategies as needed.

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

We ensure parents and the community (English and Spanish) have access to our CIP by sharing it on the CISD Website under Accountability and we will provide a hard copy for them upon request.

2.4: Opportunities for all children to meet State standards

We are ensuring that tier I best practices are implemented and used daily through our planning and our PLCs. PLC's including the core team are monitoring students achievement and addressing students needs based on essential state standards. Throughout this process we are utilizing our campus intervention time to address tier II and tier III needs of these students. Students are receiving support and small group instruction through:

- RTI
- In class small group instruction

2.5: Increased learning time and well-rounded education

We are utilizing our research based CISD practices to ensure quality instruction for all students happens daily. We are targeting students learning through our remediation, intervention, differentiation and enrichment time that we have planned for each grade level at our campus.

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

All students' needs are monitored by all the personnel at our school including the nurse and the counselor. Our collaborative efforts discuss the whole child which includes not only their academic needs, but also their basic needs. We closely monitor our at-risk students and work to ensure we remediate and intervene on their educational needs.

3.1: Annually evaluate the schoolwide plan

We held our annual comprehensive needs assessment for the entire school, analyzing the academic achievement of all students and subgroups of students. This data included academic, social, and emotional reviews by the stakeholders, including (general and special education), administration, student support, and families. We also explored the use of funds and available school resources. We will conduct our reviews of our CIP following the designated checkpoint due dates.

4.1: Develop and distribute Parent and Family Engagement Policy

We developed a written Family Engagement Policy and School Family Student Compact. We have been utilizing our EOY parent survey to make informed decisions about how to revise and/or continue with our Parent and Family Engagement Policy. This survey is sent out to the parents in both English and Spanish.

4.2: Offer flexible number of parent involvement meetings

We offer many engaging activities for parents and community members to participate in from grandparents bingo to a huge community carnival. These events happen frequently and coincide with many parents' busy schedules. We offer communication to our families in multiple ways and in both English and Spanish.

Campus Funding Summary

| Title I | | | | | |
|------------------------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Books | | \$6,000.00 |
| 1 | 2 | 1 | Supplies for labsites and manipulatives | | \$15,000.00 |
| 1 | 2 | 3 | Supplies | | \$10,000.00 |
| 1 | 2 | 3 | Tutors | | \$7,586.00 |
| 1 | 3 | 1 | Interventionist | | \$80,563.00 |
| 1 | 5 | 1 | Supplies and books | | \$15,817.00 |
| 2 | 2 | 1 | Purchasing the Program | | \$8,000.00 |
| 4 | 2 | 2 | Staff development and travel | | \$20,000.00 |
| 4 | 3 | 1 | Parent and Family Engagement Supplies, Books, and Materials | | \$12,000.00 |
| 5 | 1 | 1 | Subs for planning | | \$16,400.00 |
| 5 | 2 | 1 | Devices | | \$27,000.00 |
| Sub-Total | | | | | \$218,366.00 |
| Budgeted Fund Source Amount | | | | | \$218,366.00 |
| +/- Difference | | | | | \$0.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 2 | Summit K-12 | | \$6,320.00 |
| Sub-Total | | | | | \$6,320.00 |
| Budgeted Fund Source Amount | | | | | \$6,320.00 |
| +/- Difference | | | | | \$0.00 |
| State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Math Coach | | \$78,531.40 |
| 1 | 2 | 2 | Tutor | | \$2,110.00 |
| 1 | 5 | 1 | ELA Coach | | \$83,045.40 |
| 1 | 5 | 2 | Tutor | | \$2,110.00 |

| State Comp Ed | | | | | |
|------------------------------------|-----------|----------|-------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | 4th Grade Teacher | | \$7,320.20 |
| Sub-Total | | | | | \$173,117.00 |
| Budgeted Fund Source Amount | | | | | \$173,117.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$397,803.00 |
| Grand Total Spent | | | | | \$397,803.00 |
| +/- Difference | | | | | \$0.00 |