

# Conroe Independent School District

## Milam Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

For the 2020-2021 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 2020 STAAR campus results for Milam Elementary:

- 3rd Grade Reading - 63% Approaches; 32% Meets and 18% Masters
- 3rd Grade Math - 77% Approaches; 44% Meets and 19% Masters
- 4th Grade Reading - 63% Approaches; 36% Meets and 16% Masters
- 4th Grade Math - 73% Approaches; 52% Meets and 28% Masters
- 4th Grade Writing - 51% Approaches; 24% Meets and 4% Masters

2020-2021 Benchmark Assessment System (BAS) Results during the BOY Assessment Window:

- 60% of 4th grade students are reading at grade level or above
- 48% of 3rd grade students are reading at grade level or above
- 36% of 2nd grade students are reading at grade level or above
- 35% of 1st grade students are reading at grade level or above
- 27% of kinder students are reading at grade level or above

### Student Achievement Strengths

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

- LEP students in 3rd grade Math out performed all other sub groups; 89% approaches, 62% meets, and 29% masters.
- 78% of students met approaches grade level in math in 3rd grade.
- LEP students in 3rd grade Reading out performed all other sub groups; 76% approaches, 41% meets, and 14% masters.
- 65% of 3rd graders met the approaches level in reading.
- 76% of 4th graders met the approaches level in math.
- LEP students in 4th grade math out performed all other sub groups; 84% approaches, 62% meets, and 33% masters.
- 40% of 4th graders met the meets level in reading.
- Hispanic students in 4th grade scored 16% masters.
- Hispanic students in 4th grade performed above grade level by 4% on the STAAR Writing test.

- Milam Elementary received an overall grade of "C" on the state accountability system.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Milam had 57% approaches of the white sub pop for 4th Grade reading STAAR 2021. **Root Cause:** Teachers need professional development on differentiation, and implementation needs to be monitored.

**Problem Statement 2 (Prioritized):** Milam had 36% of the white sub group reach Met Standard in math on the third grade 2021 STAAR test. **Root Cause:** Teachers need time for intervention on a daily basis for students who are not on grade level.

**Problem Statement 3 (Prioritized):** Milam had 73% at approaches for fourth grade math STAAR 2021 data. **Root Cause:** Teachers need professional development on best practices and guided math structures and procedures.

**Problem Statement 4 (Prioritized):** The percent of 2nd grade students that can read on or above grade is 36% based on end of year BAS data. (HB3) **Root Cause:** Teachers need more assistance with planning reading small groups effectively, and including small group phonemic awareness.

**Problem Statement 5 (Prioritized):** The percent of 2nd grade students that scored satisfactory on the end of the year benchmark in math was 54%. (HB3) **Root Cause:** Teachers need exposure to vertically aligned standards and expectations for the following grade level.

**Problem Statement 6:** Milam had 52% of the students at approaches grade level or above on the 2021 STAAR Writing test.

**Problem Statement 7:** Milam had 13% of the LEP population score at meets grade level or better on the 2021 STAAR Writing test.

**Problem Statement 8:** Milam had 29% of the white sub group reached Third Grade Met Standard at meets in reading on the 2021 STAAR test.

# Culture and Climate

## Culture and Climate Summary

When looking at the Organizational Health Inventory, Milam has all domains at Independent or Interdependent. Our Goal focus was the highest 71 percentile. Our adaptation domain was not only our lowest, but also had the smallest amount of improvement.

## Culture and Climate Strengths

- Goal focus
- Morale
- Power equalization
- Problem Solving Adequacy

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Milam scored in the 56% percentile in the domain of Autonomy on the OHI (Organizational Health Inventory). **Root Cause:** Due to strict rules and guidelines that had to be followed because of Covid.

**Problem Statement 2:** Milam scored in the 66% percentile in the domain of Problem Solving Adequacy on the OHI (Organizational Health Inventory.) **Root Cause:** Problems were solved only by administrators without teachers knowledge or input.

**Problem Statement 3:** Milam scored in the 67% percentile in the domain of Cohesiveness on the OHI (Organizational Health Inventory.) **Root Cause:** Due to Covid restrictions being able to meet together as a team. Also Milam does not have a shared vision statement that is represented everywhere throughout the campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The parents at Milam are not as involved as we would like them to be. We have a very small three person PTO, and although they can usually recruit volunteers for big events, they are unable to get others to be actively involved on a regular basis. We also do not have a large volunteer base to help with day to day school and classroom projects, mentor students, or provide assistance for teachers.

## Parent and Community Engagement Strengths

Parent Survey results show that the 83% of the respondents feel that they receive timely and accurate information from the school.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** There is a lack of parent and community involvement in the everyday operations as well as special events. **Root Cause:** There is a need for the staff to be trained in meeting the needs of our school community.

# Priority Problem Statements

**Problem Statement 1:** Milam scored in the 56% percentile in the domain of Autonomy on the OHI (Organizational Health Inventory).

**Root Cause 1:** Due to strict rules and guidelines that had to be followed because of Covid.

**Problem Statement 1 Areas:** Culture and Climate

**Problem Statement 2:** There is a lack of parent and community involvement in the everyday operations as well as special events.

**Root Cause 2:** There is a need for the staff to be trained in meeting the needs of our school community.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 3:** The percent of 2nd grade students that can read on or above grade is 36% based on end of year BAS data. (HB3)

**Root Cause 3:** Teachers need more assistance with planning reading small groups effectively, and including small group phonemic awareness.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** The percent of 2nd grade students that scored satisfactory on the end of the year benchmark in math was 54%. (HB3)

**Root Cause 4:** Teachers need exposure to vertically aligned standards and expectations for the following grade level.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Milam had 73% at approaches for fourth grade math STAAR 2021 data.

**Root Cause 5:** Teachers need professional development on best practices and guided math structures and procedures.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Milam had 57% approaches of the white sub pop for 4th Grade reading STAAR 2021.

**Root Cause 6:** Teachers need professional development on differentiation, and implementation needs to be monitored.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Milam had 36% of the white sub group reach Met Standard in math on the third grade 2021 STAAR test.

**Root Cause 7:** Teachers need time for intervention on a daily basis for students who are not on grade level.

**Problem Statement 7 Areas:** Student Achievement

# 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 and 4th grade students that score at the meets grade level or above on STAAR Reading from 32% to 36% .

### HB3 Goal

**Evaluation Data Sources:** STAAR, Common Assessments and Benchmarks

Strategy 1 Details
<p><b>Strategy 1:</b> Implementing reading academy campus wide, especially in grades K-2, to increase STAAR reading scores in third grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score 38% or higher in meets on each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Instructional Coaches.</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$74,202</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Literacy Coach will train teachers once a month on CISD Reads best practices and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement each component of CISD Reads with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, district coaches.</p> <p><b>Problem Statements:</b> Student Achievement 4</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 4:</b> The percent of 2nd grade students that can read on or above grade is 36% based on end of year BAS data. (HB3) <b>Root Cause:</b> Teachers need more assistance with planning reading small groups effectively, and including small group phonemic awareness.</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 and 4th grade students that score meets grade level or above on STAAR Math from 38% to 42% .

**HB3 Goal**

**Evaluation Data Sources:** STAAR, Common Assessment and Benchmarks

Strategy 1 Details
<p><b>Strategy 1:</b> Math Coach will train teachers once a month on CISD Solves best practices and look for the use of strategies during classroom observations, with a particular emphasis on teachers in grades k-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement each component of CISD Solves with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, district coach.</p> <p><b>Problem Statements:</b> Student Achievement 5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will implement the use of dream box to fill student gaps in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will implement dream box with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Coaches.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 5</p>

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 5:</b> The percent of 2nd grade students that scored satisfactory on the end of the year benchmark in math was 54%. (HB3) <b>Root Cause:</b> Teachers need exposure to vertically aligned standards and expectations for the following grade level.</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 3rd and 4th grade math approaches from 81% to 90% on STAAR math.

**Evaluation Data Sources:** STAAR, Common Assessments and Benchmarks.

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will be trained on how to effectively differentiate instruction for all levels of learners.</p> <p><b>Strategy's Expected Result/Impact:</b> 4th Grade students will show expected growth on every campus assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Coaches.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$83,777</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students will graph their test results after each assessment and set goals after each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth throughout the year and improve their scores after each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Coaches.</p> <p><b>Problem Statements:</b> Student Achievement 3</p>

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> Milam had 73% at approaches for fourth grade math STAAR 2021 data. <b>Root Cause:</b> Teachers need professional development on best practices and guided math structures and procedures.</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 percentage of 4th grade white students who made meets on Math STAAR test from 39% to 41%.

**Evaluation Data Sources:** STAAR, Common Assessments and Benchmarks.

Strategy 1 Details
<p><b>Strategy 1:</b> We will have a data wall with specific student data that will be color coded based on student population and scores after each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> White population scores will increase and will be tracked after each assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Coaches.</p> <p><b>Problem Statements:</b> Student Achievement 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in labsites once every 9 weeks basis focused specifically on a research based instructional strategy to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase from 36% to 41%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, District Coaches.</p> <p><b>Problem Statements:</b> Student Achievement 2</p>

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Milam had 36% of the white sub group reach Met Standard in math on the third grade 2021 STAAR test. <b>Root Cause:</b> Teachers need time for intervention on a daily basis for students who are not on grade level.</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 5:** Increase the percentage of white students for approaches fourth grade reading from 50% to 54%.

**Evaluation Data Sources:** STAAR, Common Assessments and Benchmarks.

### Strategy 1 Details

**Strategy 1:** We will have an interventionist that will pull small groups of students and track their progress throughout the school year.

**Strategy's Expected Result/Impact:** Students reading scores will improve from 57% to 62% in approaches.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Interventionist

**Problem Statements:** Student Achievement 1

**Funding Sources:** Immigrant Resources - Title III - \$5,500

### Strategy 2 Details

**Strategy 2:** Every nine weeks teachers will use the vertical alignment documents to identify where students are academically and where they need to be. Teachers will discuss strategies needed to implement in the classroom.

**Strategy's Expected Result/Impact:** Teachers will learn how to address student gaps and know how to implement it in their classroom.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, District Coaches.

**Problem Statements:** Student Achievement 1

**Funding Sources:** Tutorials - State Comp Ed - \$8,158

## Performance Objective 5 Problem Statements:

### Student Achievement

**Problem Statement 1:** Milam had 57% approaches of the white sub pop for 4th Grade reading STAAR 2021. **Root Cause:** Teachers need professional development on differentiation, and implementation needs to be monitored.

## 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 hire highly qualified interventionists to support teachers and students by push in coaching and interventions.

**Evaluation Data Sources:** Branching Minds Data, BM's, CA's, BAS data

Strategy 1 Details
<p><b>Strategy 1:</b> Interventionists will be trained by SSS on RTI best practices and programs to intervene for students who are not performing on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will be on grade level or within 2 reading levels at the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist, SSS Coach, AP, Principal</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Interventionists - ESSER - \$146,244</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Interventionists and Instructional Coaches will lead teachers through tracking each child's reading level through an interactive school wide data wall system and analyze data to identify trends in student misconceptions and determine why students may not be moving levels.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will 2 levels by the MOY BAS window and 2 more levels by the EOY BAS window and/or be on or above grade level at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, coaches, AP, Principal</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Tutorials - Title I - \$18,000, Reading Materials - ESSER - \$5,468, Tutorials - ESSER - \$6,509</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 4:</b> The percent of 2nd grade students that can read on or above grade is 36% based on end of year BAS data. (HB3) <b>Root Cause:</b> Teachers need more assistance with planning reading small groups effectively, and including small group phonemic awareness.</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:** We will align resources according to data to maximize on student performance through out the school year in reading and math.

**Evaluation Data Sources:** CA's, BM's, BAS data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Meet with financial campus secretary monthly to review expenditures and budgets. <b>Strategy's Expected Result/Impact:</b> During these meetings, we will discuss how to manage our budget for future expenditures. <b>Staff Responsible for Monitoring:</b> Principal</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> 3rd and 4th grade students will receive tutoring based on the data from the beginning of the year practice STAAR and end of the year STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Students will increase test scores based on tutoring instruction. <b>Staff Responsible for Monitoring:</b> Admin, coaches, and teachers. <b>Funding Sources:</b> - State Comp Ed - \$8,248</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:** To recruit, retain and develop highly qualified teachers and staff for all students.

**Evaluation Data Sources:** OHI data and Appraisal data

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide monthly professional development of best practices to build teacher's capacity on best practices for all content areas. <b>Strategy's Expected Result/Impact:</b> Teachers will implement best practices in the classroom which will result in higher student achievement.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Surveys will be utilized to gauge the learning needed by staff. <b>Strategy's Expected Result/Impact:</b> A survey will be sent and the data will be analyzed and to provide targeted professional development to staff. <b>Staff Responsible for Monitoring:</b> Admin, coaches

#### Goal 4: Safe and Collaborative School Culture

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 use a variety of sources of communications to create a collaborative partnership with the community.

Strategy 1 Details
<p><b>Strategy 1:</b> We will send a monthly newsletter to all parents via school messenger and post weekly on social media including Twitter and Facebook.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed and we will increase parent participation and ownership of their child's education.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> We will hire and train a parent liaison to provide support and services that address parent needs.</p> <p><b>Strategy's Expected Result/Impact:</b> This will create a welcoming environment and help parents engage in the critical aspects of their child's learning.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, AP, Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Parent Liaison - ESSER - \$58,261</p>

#### Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There is a lack of parent and community involvement in the everyday operations as well as special events. <b>Root Cause:</b> There is a need for the staff to be trained in meeting the needs of our school community.</p>



**Goal 4: Safe and Collaborative School Culture**

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:** We will provide all staff and students behavior expectations with a common language.

**Evaluation Data Sources:** Referral data and surveys

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Foundations, with the support of SSS's, will present every 9 weeks on survey data, introducing new building wide expectations, and monitor consistent implementation of expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease behavior incidents and prevent possible safety issues.</p> <p><b>Staff Responsible for Monitoring:</b> Foundations Team (LASSO)</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Teachers will be trained on restorative behavior practices, how to monitor student's mental needs, and school wide and classroom behavioral systems, such as PBIS, CHAMPS, and how to respond to the Levels of Behavior in order to create an environment that engages students in all aspects that is safe and welcoming.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student referral data.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Teacher, Principal, AP, Foundations, Team Leaders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

#### Goal 4: Safe and Collaborative School Culture

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 3:** We will multiple opportunities and evens to engage the community in the school and in their child's education.

Strategy 1 Details
<p><b>Strategy 1:</b> We will have two after school academic nights and events such as the Father-Daughter Dance/Mother-Son Dance, additionally parents will be able to eat with their child every day starting September 20, except on District/State assessment weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will welcome and engaged in the critical aspects of student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Parent Liaison, CIS, Instructional Coaches</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Family Engagement - Title I - \$3,109</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Once a semester we will conduct face to face parent conferences with all students to discuss their child's performance in a positive, constructive, and personalized manner.</p> <p><b>Strategy's Expected Result/Impact:</b> The teacher and parent will collaboratively come up with a plan to increase student achievement.</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>

#### Performance Objective 3 Problem Statements:

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There is a lack of parent and community involvement in the everyday operations as well as special events. <b>Root Cause:</b> There is a need for the staff to be trained in meeting the needs of our school community.</p>

## Goal 5: Effective Instruction

CISD is committed to objective-driven daily lessons and routines, ongoing formative assessments that provide school leaders and teachers the data necessary to reflect, adjust, and deliver rigorous instruction, while integrating technology tools and solutions into everyday instruction to maximize learning for all students

**Performance Objective 1:** We will analyze assessment data to produce high quality reading and math instruction, enrichment and intervention to meet the needs of our all students including our at-risk students, and monitor data their weekly during PLC's.

**Evaluation Data Sources:** BM, CA's, BAS, Formative Assessments, Walkthroughs

Strategy 1 Details
<p><b>Strategy 1:</b> All teachers will develop individualized and differentiated lesson plans weekly that include all the components of for language arts and math based on CISD best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Students will show growth based on their individual needs according beginning of the year reading and math data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and coaches</p> <p><b>Funding Sources:</b> - State Comp Ed - \$1,269,675</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will receive a year long professional development plan which will provide ongoing content-focused and job-embedded training linked to high quality instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will incorporate staff development information into their daily plans, including curricular goals, and differentiation for ELL's and SPED students. Teachers will receive feedback monthly based on most recent staff development.</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal and Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Training Materials - Title I - \$22,391</p>

**Goal 5: Effective Instruction**

CISD is committed to objective-driven daily lessons and routines, ongoing formative assessments that provide school leaders and teachers the data necessary to reflect, adjust, and deliver rigorous instruction, while integrating technology tools and solutions into everyday instruction to maximize learning for all students

**Performance Objective 2:** All student will have access to a device while on campus to close gaps in their learning.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> All students K-4 will participate in Dreambox to close instructional gaps. <b>Strategy's Expected Result/Impact:</b> 80% students will complete 5-7 lessons weekly. <b>Staff Responsible for Monitoring:</b> Coaches <b>Funding Sources:</b> Student Software - Title I - \$8,000</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Purchase, replace, and monitor the usage of devices that were lost or broken during the 2020-2021 school year. <b>Strategy's Expected Result/Impact:</b> Students on campus will have the opportunity to be 1-1 with technology. <b>Staff Responsible for Monitoring:</b> Librarian, Coaches <b>Funding Sources:</b> Devices - Title I - \$20,000</p>

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

At Milam we conducts an annual comprehensive needs assessment. We look at every aspect of the school and analyze the academic achievement of all students and subgroups of students.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

We at Milam develop the CIP with the involvement of the site based decision making team, which consists of a variety of stakeholders, including teachers, principals, parents, community and business members. We analyzed data from 2020-2021 school year including student progress, student achievement, TELPAS, benchmarks, reading levels. We looked at all groups and subgroups.

### 2.2: Regular monitoring and revision

Milam will monitor the CIP throughout the school year and revise strategies based on identified needs. The plan will be monitored by the core team with input from the site based team and classroom teachers when revisions are needed.

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

Milam will make the CIP available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

### 2.4: Opportunities for all children to meet State standards

The campus implements specific strategies to address school needs. This will provide opportunities for all students to exceed academic standards.

Teachers meet with instructional coaches to create progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through:

- Tutoring
- RTI
- Small group instruction
- guided reading
- LLI
- In class support

## **2.5: Increased learning time and well-rounded education**

All grade level teachers plan quality lesson to ensure the amount of quality learning time occurs everyday. Through planning teacher design instructional lesson to ensure students receive a well rounded education.

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

Milam will address the needs of all students with a focus on students who are at-risk or not meeting academic standards. We closely monitor our at-risk students through:

- RTI
- data collection
- IEP implementation
- Reading level progress
- Guided Math

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Milam develops, in collaboration with parents, the Family Engagement Policy and the School/Parent Compact and distributes it via school messenger as well as hard copies to all parents at the beginning of the school year. We distribute a family survey in the forth grading period and use those results to develop our needs assessment for community and parent involvement.

### **3.2: Offer flexible number of parent involvement meetings**

Parent/teacher conferences are held during the day and before/after school at least twice and year and documented. All school/home communication is provided electronically, as well as hard copies of our newsletter (if requested) to ensure all of our parents have an opportunity to participate in school meetings and events.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Tutorials		\$8,158.00
2	2	2			\$8,248.00
5	1	1			\$1,269,675.00
<b>Sub-Total</b>					\$1,286,081.00
<b>Budgeted Fund Source Amount</b>					\$1,286,081.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$74,202.00
1	3	1	Instructional Coach		\$83,777.00
2	1	2	Tutorials		\$18,000.00
4	3	1	Family Engagement		\$3,109.00
5	1	2	Training Materials		\$22,391.00
5	2	1	Student Software		\$8,000.00
5	2	2	Devices		\$20,000.00
<b>Sub-Total</b>					\$229,479.00
<b>Budgeted Fund Source Amount</b>					\$229,479.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Immigrant Resources		\$5,500.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionists		\$146,244.00
2	1	2	Reading Materials		\$5,468.00
2	1	2	Tutorials		\$6,509.00
4	1	2	Parent Liaison		\$58,261.00
<b>Sub-Total</b>					\$216,482.00
<b>Budgeted Fund Source Amount</b>					\$216,482.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$1,737,542.00