



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Milam Elementary

Rating: C

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

**DOMAIN II: SCHOOL PROGRESS** - Measures district and campus outcomes in two areas:

**Part A: Academic Progress** –the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

**Part B: Relative Performance** – the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).

Distinction Designations Earned: None

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 75% of our students will achieve a Meets standard in STAAR.

**STRATEGY DESCRIPTION(S):** Training will be provided on the BAS, and other district literacy assessments highlighting how to use data gleaned from these assessments to guide small group Guided Reading instruction.

### READING/ELA

**PERFORMANCE OBJECTIVE:** 70% of our Hispanic, White, ED, SE, and ELL will achieve Meets standards in STAAR.

**STRATEGY DESCRIPTION(S):** Re-examine effectiveness of Readers Workshop in K-4<sup>th</sup> classroom through an in depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.

### WRITING

**PERFORMANCE OBJECTIVE:** 60% of our Hispanic, White and ED will achieve Meets standards in STAAR.

**STRATEGY DESCRIPTION(S):** Explicitly teach grammar and conventions, within the context of the CISD Reads and Writers Workshop, implementing Mentor Sentences and daily writing in every k-4<sup>th</sup> classroom.

### MATH

**PERFORMANCE OBJECTIVE:** 70% of our Hispanic, White, ED, SE, and ELL will achieve Meets standards in STAAR.

**STRATEGY DESCRIPTION(S):** Development and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items,



and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

**STRATEGY DESCRIPTION(S):**

- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Provide teachers with appropriate resources to ensure that students incorporating best practices and language arts integration into social studies instruction.

## SCIENCE

**PERFORMANCE OBJECTIVE:** Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

**STRATEGY DESCRIPTION(S):**

- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Explain, Elaborate, and Evaluate)

## HEALTH

**PERFORMANCE OBJECTIVE:** 75% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

**STRATEGY DESCRIPTION(S):**

- Focus on providing instruction that incorporates a high percentage of active time and that teacher-student ratio does not exceed 45:1.

## AT-RISK AND SPECIAL POPULATIONS

**STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)**

Focus on increasing practice turns and student feedback during instruction and eliminate barriers to access the curriculum to meet individual needs.

## POSTSECONDARY READINESS INDICATORS

**POST-SECONDARY READINESS**

Attendance rate will increase from 96.05% in 2018/19 to 97% in 2019/20.

**Meet eligible campus Academic Achievement Distinction Designations (AADD)**

*50% of indicators will be in top quartile*

**Meet Top 25% in Student Progress Distinction Designations**

*Top quartile of campus comparison group in performance for student progress*

**Meet Top 25% in Closing Performance Gaps Distinction Designations**

*Top quartile of campus comparison group in performance for closing performance gaps*

**Meet eligible Postsecondary Readiness Distinction Designations**

*50% of indicators will be in top quartile*

**PERFORMANCE OBJECTIVE:** N/A

**STRATEGY DESCRIPTION(S):**

- Campus staff will code unexcused and excused absences correctly.



## FINANCIAL RESOURCES

General Operating, Elementary and Secondary  
State Compensatory Education Funds  
Title Funds  
IDEA, Part B  
Bilingual Allotment Funds  
Gifted and Talented Allotment Funds

## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments  
CISD Benchmarks at passing rate  
Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.

### STRATEGY DESCRIPTION(S):

- Focus on participating at the district level job fair and recruitment, selection and hiring of District pool of bilingual teachers.

**Financial Resources** Campus budget, Teacher Activity Fund, Title III

**Additional Resources** Position Control Reports, Allocation Reports

**Monitoring Timeline** November, January, March

**Formative Evaluation** HQ data from Human Resources

**Summative Evaluation** TAPR, HQ Report to TEA

**Project Managers** Principal, Assistant Principal

## Goal 3: PARENTS AND COMMUNITY

**PERFORMANCE OBJECTIVE:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

### STRATEGY DESCRIPTION(S):

- Focus on providing timely communication, in a language parents can understand, about our campus initiatives, programs, meetings, and activities through a variety of media sources.

**Financial Resources** Campus budget, Title Funds

**Additional Resources** Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology

**Monitoring Timeline** Formative - November, January; Summative – July



<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal

## Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

### **STRATEGY DESCRIPTION(S):**

- Focus on regularly training the staff on school safety procedures during team leader and faculty meetings.
- Involve parents to support a safe school environment.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit
<b>Project Manager(s):</b>	Principal, Assistant Principal

## Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

### **STRATEGY DESCRIPTION(S):**

- Focus on increasing opportunities for student to utilize technology across the curriculum areas and support teachers with technology staff development.

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative - November, January; Summative - July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report
<b>Project Manager(s):</b>	Principal, Assistant Principal, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All students Strategy 1, At-Risk Strategy 1	Academic Tutorials	\$13,386.00	0.24
Technology Strategy 1	Technology for At-Risk Students	\$1,102,167.00	19.00
	<b>TOTAL SCE</b>	<b>\$1,115,553.00</b>	<b>19.24</b>

TITLE I

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy 1, Writing Strategy 1, Math Strategy 1	Instructional Support Academic Coaches/Teachers	\$136,703.00	2.49
ELA Strategy 1, Writing Strategy 1, Math Strategy 1	Instructional Support Paraprofessionals	\$64,953.00	1.18
All Students Strategy 1, At-Risk Strategy 1	Academic Tutorials	\$5,475.00	0.10
At-Risk Strategy 1	Books	\$10,000.00	0.00
ELA Strategy 1, Math Strategy 1	Instructional Materials	\$40,605.00	0.00
ELA Strategy 1, Math Strategy 1	Staff Development	\$5,000.00	0.00
Parents and Community Strategy 1	Family Engagement	\$2,912.00	0.00
All Students Strategy 1, At-Risk Strategy 1	Healthy Snacks Tutorials	\$3,000.00	0.00
	<b>TOTAL Title I</b>	<b>\$268,648</b>	<b>3.77</b>

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1	Academic Tutorials	\$3,500.00	0.06
Technology Strategy 1	Technology	\$500.00	0.00
At-Risk Strategy 1	Books	\$500.00	0.00
At-Risk Strategy 1	Instructional Materials	\$1,500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$5,500.00</b>	<b>0.06</b>



# Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
<b>Element 1</b>	<b>Comprehensive Needs Assessment</b>
At Risk Strategy 1	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
<b>Element 2</b>	<b>Campus Improvement Plan (CIP)</b>
Parent and Community Strategy 1	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At Risk Strategy 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parent and Community Strategy 1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At Risk Strategy 1	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At Risk Strategy 1	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At Risk Strategy 1	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
<b>Element 3</b>	<b>Parent and Family Engagement</b>
Parent and Community Strategy 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parent and Community Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parent and Community Strategy 1	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Milam Elem

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

69% scored Approaches Grade Level Standards  
35% scored Meets Grade Level Standards  
15% scored Masters Grade Level Standards

#### 2019-2020 Goals:

85% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

56% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

75% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

67% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

27% scored Approaches Grade Level Standards  
13% scored Meets Grade Level Standards  
3% scored Masters Grade Level Standards

##### **Focus Student Group: White**

62% scored Approaches Grade Level Standards  
31% scored Meets Grade Level Standards  
15% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

80% will score Approaches Grade Level Standards  
35% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

40% will score Approaches Grade Level Standards  
20% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

##### **Focus Student Group: White**

75% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

66% scored Approaches Grade Level Standards  
26% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

29% scored Approaches Grade Level Standards  
13% scored Meets Grade Level Standards  
4% scored Masters Grade Level Standards

##### **Focus Student Group: White**

59% scored Approaches Grade Level Standards  
26% scored Meets Grade Level Standards  
16% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

80% will score Approaches Grade Level Standards  
40% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

40% will score Approaches Grade Level Standards  
25% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

##### **Focus Student Group: White**

75% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## WRITING



**2018-2019 Performance:**

**Economically Disadvantaged Students**

50% scored Approaches Grade Level Standards

18% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

25% scored Approaches Grade Level Standards

8% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

***Focus Student Group: White***

46% scored Approaches Grade Level Standards

12% scored Meets Grade Level Standards

2% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

75% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

***Focus Student Group: Special Education***

40% will score Approaches Grade Level Standards

25% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

***Focus Student Group: White***

75% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

20% will score Masters Grade Level Standards

MATH

**2018-2019 Performance:**

**Economically Disadvantaged Students**

78% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

19% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

25% scored Approaches Grade Level Standards

17% scored Meets Grade Level Standards

4% scored Masters Grade Level Standards

***Focus Student Group: White***

73% scored Approaches Grade Level Standards

46% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

85% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

***Focus Student Group: Special Education***

40% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

15% will score Masters Grade Level Standards

***Focus Student Group: White***

80% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

SOCIAL STUDIES

**2018-2019 Performance:**

**Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

***Focus Student Group: Special Education***

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

***Focus Student Group: White***

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

***Focus Student Group: Special Education***

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

***Focus Student Group: White***

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

SCIENCE

**2018-2019 Performance:**

**2019-2020 Goals:**





**Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% scored Approaches Grade Level Standards

  % scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: White**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: White**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, Hispanic, White, ED, SE, ELL
Achievement Math		All, White, ED, SE, ELL
Growth Reading		All, Hispanic, White, ED, SE, ELL
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, White, ED, SE, ELL
Student Success		All, Hispanic, White, ED, SE, ELL
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		All, Hispanic, White, ED, SE, ELL
English Language Proficient	English Learners (Current/Monitored)	Hispanic, ED, SE, ELL

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