Houston Independent School District

299 Milne Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

We are a community that is dedicated to serving the academic and emotional needs of each one of our students with pride and excellence. Our goal is to develop lifelong learners who are global leaders, while also building a strong academic foundation.

Vision

We are dedicated to a continuing tradition of excellence in an ever-changing world. We pledge to provide an equitable, relevant, high-quality education and prepare our diverse student body for future endeavors. We honor achievement and promote pride in ourselves, in our school, and in our community. We are A.A. Milne!

Value Statement

We believe that our students are our most asset and are natural learners capable of achieving their dreams in a structured, challenging, and safe environment.

We believe that our teachers are learning and growing alongside our students and are committed to teach student's global, academic and social success through passionate and engaging educational experiences.

We believe that our parents expect a commitment to their child's safety, growth and academic success through a partnership with the school's staff.

We believe that our community expects A.A. Milne to educate its future community leaders by providing an academically rich learning environment that fosters positive relationships.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We reflected on our needs assessment data from Spring 2022 to determine the extent of our low performance in Domain I II and Domain III. This was resourceful in planing a way to address the issue of our students not meeting expectations with overall student achievement and our special populations underperforming. In analyzing the instructional needs we were able to prioritize key strategies for our implementation plan.

Demographics

Demographics Summary

At A.A. Milne we serve students in grades Pre K-5, and currently have an enrollment of 505 students of which 49% are African American, 46% Hispanic and 5% other. Our students are also identified as 98% Economically Disadvantaged, 34% English Language Learners, 7% Special Education, and 3% Gifted and Talented. We serve our students through general education, ESL, Bilingual, GT and special education programs. We have a growing population of students with extreme academic deficits and mental health needs. During the 2021-2022 school year we observed many families mirgrate to our campus from southern countries needing lingustic support.

The majority of our teachers are experienced teachers with average performance ratings. We currently have a total of 8 teachers with less than 2 years of teaching experience.

Demographics Strengths

We have started identifying our GT population in an effort to identify the group of students who have a diverse set of needs that are not currently being met. This year we monitored the implementation of a broad group of special practices, procedures, and routines used for students who have been identified as gifted or talented. Our main focus has been providing enrichment and acceleration through our 21st century program and quarterly projects.

We have 59 students that are identified with a special need and currently serviced under special education. Among this group, we have an increasing identification of students with autism and speech needs. Our IAT team is in 100% compliance with identifying these students and getting them the support that they need.

We have 2 number of students receiving support under Section 504 in comparison to previous school years.

37.4% of our student population are from second language backgrounds.

Growth, is being made amongst the Hispanic population, but not meeting perfomance goals of progress in grades 3-5.

Our experienced staff is a strength to the campus as well. The mentorship for new teachers is driven by experienced teachers. This allows for more instructional support since we are a small campus. There is also a diverse group of teachers in terms of cultural backgrounds and teaching experience. This is relevant when taking an equitable approach to meeting the needs of all students. It also helps with brainstorming on strategies for intervention.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): There is an increasing percentage of emergent bilinguals who are not exiting from the program or showing adequate progress from year to year on the TELPAS assessment. **Root Cause:** There is a low percentage of teachers who are ESL and Bilingual certified. 100% of our teachers in grades 4-5 are on ESL waivers.

Student Learning

Student Learning Summary

Attendance has been a priority area for our campus. At the end of the 2021-2022 school year we averaged 86% which is a trend that we would like to address in our SIP and daily efforts.

Of the 135 ELLs that were assessed on TELPAS last year 30% did not meet their progress measure. Due to STAAR performance, we did not exit any students from ESL during the 2021-2022 school year. This will significantly impact our rating in Domain 3 on the state accountability matrix.

Student performance on state assessments compared with student performance on local benchmark assessments fluctuates. The local assessments show more progress than the state assessments. Our students under-performed compared to the district and state averages on the STAAR test:

31% of our emergent bilinguals performed at or above meets in reading

17% of our emergent bilinguals performed at or above meets in math

74% of our emergent bilinguals made the projected growth on the STAAR test

We did not meet our expected progress in TELPAS as a campus.

Student Learning Strengths

81% of students met the academic growth score in ELA/ Reading. 74% of students met the academic growth score in Math.

35% of our first grade students who tested in English, are at or above grade level on the Reading Renaissance 360 BOY intervention report

36% of our second grade students who tested in Spanish, are at or above grade level on the Reading Renaissance 360 BOY intervention report

51% of our first grade students who tested in English, are at or above grade level on the Math Renaissance 360 BOY intervention report

36% of our second grade students who tested in Spanish, are at or above grade level on the Math Renaissance 360 BOY intervention report

What are we doing to build on our strengths:

We have hired a reading intervention company to support our students in K-2 in foundational reading skills, fluency, and comprehension. We recruited for 2 full time and 2 part-time intervention tutors who will support our students in reading and math as interventionists.
Weekly open labs with our DDIS have been helpful in creating a risk free environment where teachers can ask questions and plan for student misconceptions.
Weekly planning session with our campus specialists helps teachers understand and process the content.
Master Schedule is designed to maximize synchronous instruction with virtual students.
Social Emotional Learning (SEL) is embedded daily through our counselor and wraparound specialist. This allows teachers to focus on instruction.
ESL Block for all classes in the morning campus-wide.

Tracking the progress of all SPED students iis imperative as we work to monitor and improve the progress of all students

Tracking Tier 2 & 3 progress using updated systems such as Renaissance Reports, BRR, and District Formative Assessments is making a huge difference on determining if there is a need for special education testing and advanced intervention.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students are not receiving quality first instruction **Root Cause:** Teachers are not properly trained and vacancies are filled by associate teachers and TAs

School Processes & Programs

School Processes & Programs Summary

We conducted a Needs Assessment with our campus wraparound specialist to determine specific needs for our students. We were able to explore how the needs of students vary from student to student including, (economic disadvantage, limited English proficiency, clothing, counseling services, and special education) . We also included maps illustrating the geographic distribution of high need students. We highlighted the five highest needs for each question asked on the survey:

- Clothing
- Counseling
- Academic Support
- Shelter
- Medical/Vision

As a campus we established a Data analysis protocol that we use campus wide to ensure that there is a process for analyzing student progress. It consists of data disaggregation, spiraling calendars, and a reteach plan. This process is incorporated into our weekly Professional Learning Community meeting.

Lesson planning is aligned to our four PLC guiding questions

1. What do we want students to learn
2. How will we know when they have learned it
3. What will we do when they don't learn a skill
4. What will we do once they have mastered a skill

Counselor-Our counselor works closely with the wraparound specialists to complete Student Assistance Forms for any students that need support. This is to ensure that the core needs of students are met, and do not interfere with learning. She meets and provides social skills lessons, SEL activities, and in class supports for students in grades PK-5 . Last year, she partnered with wraparound services to bring more that 21 resources to our school community.

Academic tutor & Hourly Lecturer will serve as interventionists for accelerated learning for those students who have shown to be historically suffering academically.

21st century offers tutorials for all students in grades PK-5. Students are provided with instruction from a certified teacher.

Below are campus-specific reform strategies that we believe will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement.

- Literacy Now Intervention will target foundational skills with our students in grades K-2
- Embedded Tier III level support will be provided during small group instruction and pull out with the academic tutor
- Math interventionist will be purchased for grades 3-5
- Reading Interventionist will be purchased for grades 3-5
- HB4545 Tracking system to accelerate learning for students who have struggled historically and been unsuccessful on the STAAR test

School Processes & Programs Strengths

Although we are working with a small leadership and instructional support team, we are maximizing our partnerships and collaborating with district support.   We have protocols established to ensure that there is a clear system for responding to student data and campus needs. The lesson planning is collaborative during our weekly PLC meetings. During this

rigorous 50 minutes, we follow four PLC guiding questions which are directly linked to the lesson and intervention cycles.

Our counselor provides in class support and social groups to minimize the impacts that hardship, behavior, and social deficits can have on learning.

We have hired an Academic tutor and hourly lecturer who work during the after school program with 21st century to provide small group tutoring in reading and math

Literacy Now is a company that we've outsourced to help develop students in grades K--2 with foundational skills.

The Needs Assessment determine priority areas for our campus and community. Below are a list of areas that we saw improvement as a result of swift and effective intervention:

- Visiting doctor when sick by being linked to local clinics
- Annual vision checks provided
- Counseling for students witnessing violence in the home
- Guidance with addressing Eviction
- Food Assistance
- Annual dentist visit
- Adding to the home library by providing books to read while at home

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: First Instruction is lacking because teachers have not been adequately prepared through the district PD, campus PD, and ACP programs. **Root Cause:** Over the last two years, virtual trainings and PD has not adequately prepared teachers for instruction, resulting in teachers not implementing the lesson cycle with clarity and fidelity.

Perceptions

Perceptions Summary

We will continue to layer our students with non academic and academic supports to ensure that all of their needs are being met. As a campus we pride ourselves on serving the school community. Student success is our primary focus. We also prioritize highly engaging students and improving the health and wellness of our community through meaningful bi-directional volunteerism, mentorship, and education programs. Our students, faculty, and staff are committed to reducing health disparities in our communities through a variety of community outreach initiatives. We are a community that is dedicated to serving the academic and emotional needs of each one of our students with pride and excellence. Our goal is to develop lifelong learners who are global leaders, while also building a strong academic foundation. We are dedicated to a continuing tradition of excellence in an ever-changing world. We pledge to provide an equitable, relevant, high-quality education and prepare our diverse student body for future endeavors. We honor achievement and promote pride in ourselves, in our school, and in our community. We are A.A. Milne!We believe that our students are our most asset and are natural learners capable of achieving their dreams in a structured, challenging, and safe environment. We also believe that is is equally important for our teachers are learning and growing alongside our students and are committed to teach student's global, academic and social success through passionate and engaging educational experiences. Our community and parents expect a commitment to their child's safety, growth and academic success through a partnership with the school's staff.

Perceptions Strengths

Our student planning is anchored in the belief that all students are capable of learning, if we meet them where they are. We focus on building partnerships with stakeholders to attract individuals who can provide guidance and when matters require diverse opinions. We strive to take an equitable approach to ensure that all students have an opportunity to be successful. Our goal is to create a risk-free environment where students can learn and make mistakes.

We have partnered with several local agencies such as BBVA Bank, junior achievement, the local civic club, Chase, community partnerships, MHMRA, and many more.

We host a weekly meeting with the campus support team and leadership team to host the Student At The Center meeting. During this meeting we discus the varying needs of students, review data, and identify who is responsible for seeing that each matter is addressed.

The school community appreciates the following:

- We serve as a resource to the community
- We share a common belief that all students are capable of learning
- Our expectations are clear
- We are available as accountability partners

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The campus has struggled with taking an equitable approach to meeting students needs. **Root Cause:** Our special education and English language learners have not received the proper interventions consistently since the pandemic.

Priority Problems of Practice

Problem of Practice 1: There is an increasing percentage of emergent bilinguals who are not exiting from the program or showing adequate progress from year to year on the TELPAS assessment.

Root Cause 1: There is a low percentage of teachers who are ESL and Bilingual certified. 100% of our teachers in grades 4-5 are on ESL waivers.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Students are not receiving quality first instruction

Root Cause 2: Teachers are not properly trained and vacancies are filled by associate teachers and TAs

Problem of Practice 2 Areas: Student Learning

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
- HB3 CCMR goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR 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
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade 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
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- 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
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd-grade students performing at meets on STAAR Reading will increase by 30 percentage points to achieve 50 percentage points

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: Increase by 5 percentage points on each district formative assessment.

Evaluation Data Sources: District Formative Assessment

HB3 Board Goal

Strategy 1 Details				Reviews			
Strategy 1: Monitor lesson plans to ensure strong first instruction using district strategies and resources.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student understanding on the first time				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, reading specialist, district support, principal							
Action Steps: Post lesson plans and review them weekly. Provide feedback and monitor implementation.							
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**							
Funding Sources: Reading Resources, Guided Reading, Reading Mastery, Focus Reading. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $5,000							

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with partnering campus on the implementation of guided reading and reading circles.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher knowledge of the implementation of reading instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, tier II leaders, district support				
Action Steps: Schedule trainings and implement strategies each week as a roll out system.				
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Guided Reading Materials, Training - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $3,000				

Strategy 3 Details	Reviews			
Strategy 3: Monitor student progress using assessment trackers and exit ticket trackers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Tier II leaders, District Support				
Action Steps: Establish data protocol and monitor the implementation of data trackers campus wide.				
Title I: 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Reading journals, supplies, contracted support - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd-grade students performing at meets on STAAR Math will increase by 40 percentage points to achieve 50 percentage points.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Increase by 10 percentage points on each district formative assessment.

Evaluation Data Sources: District Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Student data conferences to identify and communicate their magic number	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student knowledge of their goals and increase student performance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Tier II Leader, DDIS				
Action Steps: Hold student data conference and communicate data protocol.				
Title I: 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Data Trackers, Data Protocol, DDIS - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $61,000				

Strategy 2 Details	Reviews			
Strategy 2: Host weekly math collaborative	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher content knowledge	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Tier II Leaders, District Support				
Action Steps: Schedule weekly cohorts and meet with teachers to review first instruction **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Overtime - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Monthly vertical content planning session	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher knowledge and strengthen fist instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tier II Leaders, Principal, District Support				
Action Steps: Schedule monthly planning session and secure coverage for vertical planning **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Math Resources - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of students measured in Domain 1 of the state accountability system will increase from 54 to 70 percent

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Each math and reading assessment benchmark increases by 5 percentage points in order to meet our 50 percent goal in spring 2023

Evaluation Data Sources: Formative Assessments, grades, and daily exit ticket trackers

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Reading consultation with contracted reading specialist to monitor the implementation of reading strategies.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Tier II leaders, Principal				
Action Steps: Schedule the implementation and provide consistent feedback to teachers				
Title I: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Reading Consultant - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Use the intervention assessment report to align instruction with student needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Track the progress of each student	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Tier II Leaders, DDIS **Action Steps:** Establish clear tracking systems for all teachers to ensure that growth is made towards domain 1 **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Math and Reading materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Establish a standardized reteach plan called the Data Analysis Protocol is developed to find out which TEKS our students struggle with, and how to reteach those objectives to find the misconceptions.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: To use academic data to drive whole group or small instruction to help all student achieve mastery or show growth.

Staff Responsible for Monitoring: All math teachers, Instructional Specialist, Teacher Development Specialist, DDI Specialist, and IAT Manager, and Intervention TDS.

Action Steps: All teacher fill out a Data Analysis protocol form which includes TEKS mastery, Tiered Student information, Reflection/Action Planning, and a spiral TEK calendar

Using PLC to analyze data and create plans of action to reteach or differentiate instruction to meet the needs of individual students

Create Tiered list of students that is based on the TEKS that the students are struggling with to drive first line instruction, intervention, and small group instruction

Analyze and use the Item Analysis Reports, Standard Analysis, and REN360 Reports to find areas of need for individual students as well as the whole class

Coach and support teachers on how to break down STAAR or TEK based questions stems based on data, and how to find the misconceptions for each TEK based stem question

Teachers will track data using data wall, data trackers, and data binders

Students will know and track their own data

Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Funding Sources: Instructional Material - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase by 7 percentage points from 43 to 50 percent.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Increase by 2 percentage points on each district formative assessment.

Evaluation Data Sources: District Formative Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Review IEP with all teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen the progress of our special education students in reading and math. It is also going to help us ensure that students are practicing using their accommodations throughout the school year. **Staff Responsible for Monitoring:** Special Education Teachers, District Support , Tier II Support, Principal **Action Steps:** Monitor the use of learning supports in class and on assessments. **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Staff - 1991010007 - General Fund - Special Education - 6100 - Payroll - $61,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Improve the level of instruction based on student needs and align appropriate resources such as goalbook	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff understanding of accommodations and learning supports.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tier II and Special Education Staff				
Action Steps: Training on goalbook from central staff				
Title I: 2.6 **- TEA Priorities:** Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Computers & Technology - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Hold weekly PLC meeting with special education and general education teachers to review goals, learning targets, and instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase collaboration with general education and special education teachers to improve instructional delivery				
Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, Principal, Tier II Leaders				
Action Steps: Schedule weekly meetings where we review data and cross reference instruction				
Title I: 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Staff and Resources - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: By the end of the 2022-2023 school year, A.A. Milne Elementary students will increase overall attendance from 92.8 percent to 98 percent.

Strategic Priorities:
Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Provide wraparound services to 100% of our students

Evaluation Data Sources: Purple Sense

Strategy 1 Details	Reviews			
Strategy 1: Train all 100% of our staff on how to submit a SAF for students in need	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the number of students who are missing school due to non academic needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound Specialist, Counselor				
Action Steps: Train all staff on how to submit a SAF **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Wraparound Resources - 1993000000 - General Fund - Department Budgets - 6300 - Supplies and Materials - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Alert the attendance team of any student who has 5 or more absences.	Formative			Summative
Strategy's Expected Result/Impact: Attendance Record	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Registrar , Principal, Teacher, Counselor, Wraparound				
Action Steps: Review the attendance analyzer each week at the student at the center meeting.				
Title I: 4.1 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Attendance incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide an attendance contract to parents and students who have excessive absences exceeding 5 each 6-week cycle.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase attendance for students with 5 or more absences.				
Staff Responsible for Monitoring: Registrar, Counselor, Wraparound				
Action Steps: Draft the contract and ensure that each staff member responsible knows how to conduct the parent meeting. One administrator must be present.				
Title I: 2.4, 4.1 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: Decrease suspensions by 1%

Strategic Priorities:
Increasing Organizational Efficiency

Measurable Objective 1: Submit a SAF for SEL support for 100% of all students referred to the office

Evaluation Data Sources: SAF

Strategy 1 Details	Reviews			
Strategy 1: Submit SAF for 100% of discipline matters	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease suspensions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound, Counselor				
Action Steps: Monitor SAF submissions				
Title I: 4.1 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Resources/Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500				
Strategy 2 Details	**Reviews**			
Strategy 2: Provide 100% of students with access to the reflection space located in the school	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease suspensions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound , Counselor				
Action Steps: Establish sensory space				
Title I: 4.1 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500				

Strategy 3 Details	Reviews			
Strategy 3: Schedule Integration meeting with all students who have level 3 offense	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease repeat suspensions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Wraparound, Tier II support				
Action Steps: Establish a referral protocol				
Title I: 4.1 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $0				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year, student violent behaviors will decrease by 50%

Evaluation Data Sources: number of discipline referrals decline

Strategy 1 Details	Reviews			
Strategy 1: parent meetings about school policy and safety	**Formative**			**Summative**
Strategy's Expected Result/Impact: less incidents within the school environment	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Wraparound, Tier II Leader				
Action Steps: Schedule parent meetings to review expectations				
Title I: 2.4 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: emotional awareness practices and techniques for students to recognize on a daily basis	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the response to stimuli that negatively impact their reactions	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Teacher, Wraparound				
Action Steps: Schedule student individual and group sessions				
Title I: 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: consistent check-ins with Tier 2 and 3 students	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Minimize the number or referrals and class interruptions **Staff Responsible for Monitoring:** School counselor **Action Steps:** give attention to frequent flyers as needed **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: "Increase this year's EB STAAR Level progress performance from 23 to 50

    Evaluation Data Sources: STAAR, Formative Assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide sheltered instruction for 100% of ELLS	Formative			Summative
Strategy's Expected Result/Impact: Increase progress performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionist				
Action Steps: Schedule intervention sessions for all EBs **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Assign multilingual tutors to each bilingual classroom for small group instruction	Formative			Summative
Strategy's Expected Result/Impact: academic achievement on STAAR	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionist				
Action Steps: Provide intervention resources and K12 training for intervention **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Spanish /English Resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Offer 100 percent of emergent bilinguals additional intervention during the 21st century program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and progress **Staff Responsible for Monitoring:** Teachers, Interventionist, Tier II leaders **Action Steps:** Coordinate the implementation of the program and monitor their progress	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Overtime - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $5,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: to make sure campus becomes a Certified Family Friendly School with Platinum status

Strategy 1 Details		Reviews			
Strategy 1: FFS Fall Walkthrough		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Host ONE Mandatory Family Workshop and ONE Mandatory Staff Workshop		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: MOY and EOY check-ins		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES

Measurable Objective 1: The nurse will establish a timeline for offering monthly health related services for preventative care vision , hearing, site visits, education awareness, health fair, community partnerships, wraparound services

Evaluation Data Sources: Screening Charts and Documentation Forms

Strategy 1 Details	Reviews			
Strategy 1: Schedule vision screening for all students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased success in reading and writing	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse				
Action Steps: Monthly calendar submitted to the calendar with a clear schedule for screenings				
Title I: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
Funding Sources: Nurse and district materials - 1993000000 - General Fund - Department Budgets - 6300 - Supplies and Materials - $300				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: Monitor for critical health risks that impact the community such as diabetes

antes check for discoloration, diet outlines for students who are at risk, monitor height and weight

Evaluation Data Sources: The antes check for discoloration, diet outlines for students who are at risk, monitor height and weight

Strategy 1 Details	Reviews			
Strategy 1: Diet outlines for students who are at risk	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease health risk of diabetes	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse				
Action Steps: Schedule routine screenings and communicate with families				
Title I: 4.2 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for 299 Milne Elementary School

Total SCE Funds: $19,451.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for 299 Milne Elementary School

Name	Position	FTE
Zerick	Dixon	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

The school improvement plan is available in the main office and online. The plan will be presented to parents Thursday September 29.

The plan is also housed in the title I bin.

2.4: Opportunities for all children to meet State standards

Through intense interventionn students will have multiple opportunities to bridge learning gaps and meet state standards. Although we will focus on student growth, we will also increase rigor to strengthen their chance of mastering content. We are focusing on quality first instruction and vetted intervention programs.

2.5: Increased learning time and well-rounded education

We have prioritized our master schedule and daily schedules to increase the time on task. We also incorporated a heighted expectation for time management in our school culture plan.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Weston Breaux	Counselor	SEL	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Bronchelle Johnson	Principal
Administrator	Donovan Decuir	Teacher Specialist
Non-classroom Professional	Weston Breaux	Counselor
Classroom Teacher	Renata Butler	LPAC Intervention Teacher
Parent	Donna Donaldson	Parent
Parent	Monica Oregon	Parent
Classroom Teacher	Jovanna Jiles	Sped Resource Teacher
Community Representative	Vincent Sanders	Community Member
Business Representative	Brandon Nguyen	Business Owner
Community Representative	Ollie Ussery	Community Member

Campus Funding Summary

1991010001 - General Fund - Regular Program

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Reading Resources, Guided Reading, Reading Mastery, Focus Reading.	6300 - Supplies and Materials	$5,000.00
2	1	1	1	Data Trackers, Data Protocol, DDIS	6100 - Payroll	$61,000.00
2	1	1	2	Overtime	6100 - Payroll	$5,000.00
2	1	1	3	Math Resources	6300 - Supplies and Materials	$1,000.00
3	1	1	2	Math and Reading materials	6300 - Supplies and Materials	$2,500.00
3	1	1	3	Instructional Material	6300 - Supplies and Materials	$500.00
4	1	1	2	Computers & Technology	6400 - Other Operating Expenses	$10,000.00
5	1	1	2	Attendance incentives	6300 - Supplies and Materials	$1,000.00
5	1	1	3	Incentives	6300 - Supplies and Materials	$1,000.00
5	2	1	1	Resources/Incentives	6300 - Supplies and Materials	$500.00
5	2	1	2	Incentives	6300 - Supplies and Materials	$500.00
5	2	1	3	Incentives	6300 - Supplies and Materials	$0.00
					Sub-Total	$88,000.00

1991010006 - General Fund - Bilingual

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1	Resources	6300 - Supplies and Materials	$1,000.00
5	4	1	2	Spanish /English Resources	6300 - Supplies and Materials	$2,000.00
5	4	1	3	Overtime	6100 - Payroll	$5,000.00
					Sub-Total	$8,000.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Staff	6100 - Payroll	$61,000.00
4	1	1	3	Staff and Resources	6300 - Supplies and Materials	$3,500.00
					Sub-Total	$64,500.00

**1993000000 - General Fund - Department Budgets**
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	1	Wraparound Resources	6300 - Supplies and Materials	$10,000.00
5	6	1	1	Nurse and district materials	6300 - Supplies and Materials	$300.00
					Sub-Total	$10,300.00
**2110000000 - Title 1 Basic Programs**
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	2	Guided Reading Materials, Training	6200 - Contracted Services	$3,000.00
1	1	1	3	Reading journals, supplies, contracted support	6200 - Contracted Services	$2,000.00
3	1	1	1	Reading Consultant	6200 - Contracted Services	$3,000.00
					Sub-Total	$8,000.00