

Cameron Independent School District
Ben Milam Elementary
2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ben Milam student make up is: 28%white, 16% African American, 54% Hispanic, Multi-racial 2%, and 1 Asian student, and 2 American Indian. We have 49% on Free and reduced lunch, 16% Bilingual, 3% Dyslexic, 3% 504 students, 20% At Risk.

Our Attendance from the first six weeks has improved. PK students seem to have more students absent than other grade levels. Our goal for attendance is 98%. Perfect attendance incentives are given out each 6 weeks.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all students are reading on grade level. **Root Cause:** Some students do not have the home support needed to improve reading.

School Culture and Climate

School Culture and Climate Summary

Ben Milam has a great learning culture. Students, teachers, and parents work positively with one another. Students are happy to be at school and the overall attitude is a positive one. Teachers are cooperative and want what's best for students. The school PTO is very supportive of our students and teachers.

School Culture and Climate Strengths

1. Office staff very welcoming.
2. Excellent communication between school and parents: SeeSaw, Facebook, School Website, Marquee, Principal monthly newsletter, Daily folders by teachers
3. High 5 Fridays- students from the High school come and help greet our students with High 5's. Music is played and the Friday is started off happy. Friday's attendance has improved.
4. The campus custodians work hard and are friendly and willing to help.
5. Principals, counselors and other teachers greet all students before school at the school drop off area.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Strong bilingual teachers.
2. Low teacher turnover rate.
3. Highly qualified teachers

Staff Quality, Recruitment, and Retention Strengths

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

New curriculum and expectations have been implemented. New resources for teachers to use have been purchased so teachers have a variety of resources to pull ideas from.

Math- Moby Max technology, Lonestar Target math, and Think it Up have been purchased to increase student math levels. In Moby Max math, fact fluency and math lessons are designed to help increase math levels.

Reading-Benchmark reading curriculum, Reading A-Z, Fountis and Penel, Target Reading- Lonestar, Ren Star, Accelerated Reading are all being used to help increase student reading levels.

The requirement of Phonics daily will help students to decode words properly.

Small group implementation in Reading and Math will help to increase student performance.

Intervention time, Yoetime, is being implemented with a scheduled and purposeful time to intervene with students who have gaps in their learning.

Curriculum, Instruction, and Assessment Strengths

Adel Ray Plus to AR 2020-2021

Goals

Revised/Approved: October 23, 2015

Goal 1: Ben Milam Elementary will establish a culture of academic excellence.



Performance Objective 1: Students will be immersed in Reading instruction that reflects best practices and improve reading levels in all grade levels.

Evaluation Data Source(s) 1: formative results from universal screening assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Implement: Moby Max use for Reading/ Math Phonics - Benchmark curriculum Small group teaching- Reading/ Math Intervention groups- Reading/ Math</p>	2.4, 2.5, 2.6	Principal. Assistant Principal, staff, Administration	Progress Monitoring, Common assessments, BOY, MOY, EOY RenStar results, Moby Max Data, Telpas, Classroom observations, informal skill checks, weekly and MOY and EOY fluency checks			
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum</p> <p>2) Implementation of D.E.A.R. time (Drop everything and read) each Friday mornings from 8:10-8:25.</p>	2.5	Principal, Assistant Principal, teachers	Students will acquire a greater love for reading. Reading will improve in all grade levels.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Will provide more vertical teaming and planning for teachers in order to collaborate for crucial planning. Teachers will have a greater knowledge of the content/ TEKS, alignment to the appropriate rigor of the TEKS, and implementation of effective teaching practices.</p>	2.4, 2.5	Principal, Assistant principal, teachers	Teachers will become more focused on student progress with the use of the TEKS resource system, the YAG, the TEKS clarification, and the use of Lead4ward field guides and teaching strategies on the Playlist.			
<p>4) Implement Reading strategies to improve reading instruction: Moby Max Reading Target Reading- Lonestar Reading A-Z Frequent small groups and purposeful talk Use of seed questions Requirement of Cold/ Hot reads to build fluency</p>		Principal, Assistant Principal, teachers	Improvement on progress monitoring, common assessments, EOY RenStar results, informal checks, weekly and end of year fluency reading words per minute and increase in reading levels			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>0%</p> <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



Goal 1: Ben Milam Elementary will establish a culture of academic excellence.

Performance Objective 2: Students will be provided support services in order to achieve higher academic performance and personal excellence in Writing.

Evaluation Data Source(s) 2: Common Assessments, Journals, Writing portfolios, Telpas, Teacher observations

Summative Evaluation 2:

Targeted or ESF High Priority

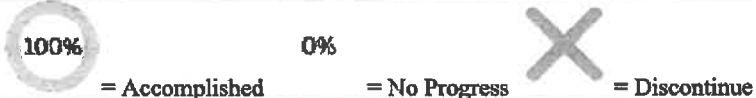
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) 1. Implement classroom strategies to improve writing skills across the curriculum that include: the use of Writing Strategies from Think Big, The Writing Academy Writing critically with Exit tickets Journal Writing Letter Writing Vertical team planning	2.5	Principal, Assistant Principal, teachers, Librarian, paras	Common Based Assessments, classroom observations, Grades, Journals, Informal skill checks			
2) 2. Word walls will be utilized daily to help and encourage students to read and write daily.	2.5	Principal, Assistant principal, teachers	Growth in writing for all students.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;"> <p>0%</p> <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Parents and PTO will provide support to students and staff with after school involvement in order to maintain a vital partnership.

Evaluation Data Source(s) 1: Attendance at each parent/ community event, students' school attendance, Common Assessment data, DMAC reports, TELPAS, and EOY Moby and RenStar reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) 1. Ben Milam staff and parents will partner with events such as: Book-a-palooza, Christmas program, Latino Family Literacy, Watch Dogs, Meet the Teacher, School-wide Book fairs: fall, spring, Special Spirit Days <i>Family Nite - March Feb.</i>	3.1	Principal, Assistant Principal, counselor, teachers, PTO president and board, parents	School, parent, community partnership			
2) 2. Ben Milam will regularly use Social Media to inform and communicate with parents and the community such as: School website, School FaceBook page, teacher websites, SeeSaw by teachers, Ben Milam monthly newsletters, and the use of our Marquee.	3.1	Principal, Assistant Principal, counselor, teachers	Participation in campus activities and parents and community informed.			
						



Goal 3: Ben Milam Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Parents and all visitors that enter into the school will be allowed in the building after ringing the bell and being let through the secured vestibule. They will then check in the office.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) 1. Secure vestibule entry , visitor check in the office, the use of Raptor system for all guests, all required Safety Drills completed, all classroom doors locked throughout the day		Principal, Assistant principal, counselor, nurse, office staff, teachers, School Resource Officer	Student and staff safety			
2) Acknowledgement and recognition of character traits by our counselor. Students are encouraged also to write great things, Shout Outs,		Counselor, Principal, teachers	Leadership and character qualities instilled in students, pride in themselves and in their school, and reduction of office referrals.			
3) 3. Perfect attendance awards will be given to students with perfect attendance, with no more than 3 tardies, and no more than 3 early out days . Students will be given a perfect attendance certificate, a small token prize, and a chance to win a bicycle. Names will be drawn for the bicycle.	3.1	Principal, Assistant Principal, counselor, teachers, parents	Improvement in Student attendance			
4) 4. A positive behavior system implemented with the students and teachers in order to improve student behavior. Students will be awarded tickets for exhibiting good behavior and making good choices. Any staff member can award a student a ticket at any time. We are implementing, "Caught Ya Being Good" At the end of the week, 2 student names will be drawn for each grade level for students to win a prize. At the end of each semester, 2 students names will be drawn for a grand prize.		Principal, Assistant principal, teachers, staff members, PBIS team	Improved student behavior			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
	 = Accomplished	0% = No Progress	 = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement: Moby Max use for Reading/ Math Phonics - Benchmark curriculum Small group teaching- Reading/ Math Intervention groups- Reading/ Math
1	1	2	Implementation of D.E.A.R. time (Drop everything and read) each Friday mornings from 8:10-8:25.

