

BEN MILAM ELEMENTARY



CAMPUS IMPROVEMENT PLAN 2016-2017

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2016-2017

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2016-2017

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ESEA Performance Goals, Performance Indicators, and Performance Targets

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department of Education identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all state, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

ESEA Goals and Indicators

1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
- 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1
- 2.3 Performance indicator: The percentage of limited English proficient students are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101 (34)].
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. Performance goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma,
-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on common core of data.

Ten Components of a School-Wide Program

1. Comprehensive Needs Assessment

AEIS

STAAR

Attendance/Drop-out

Surveys (parent, community, teacher, student)

Other Assessment Results (TPRI, STAAR, District Criteria Tests)

2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on **scientifically based research** that

- * Strengthen the core academic program in the school

- * Increase the amount and quality of learning time

- * Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

4. High Quality Professional Development

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.

Professional development activities are **high quality, sustained, intensive, and classroom focused** in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day or short term workshops or conferences. However, several one-day workshops that can be tied back to one broad instructional goal or objective that can meet the definition of sustained and intense.**

5. Parental Involvement

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.

School/Parent Compacts

- * Developed jointly with parents

- * Describe the responsibilities of the school, the parents, and the students.

- * Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

6. Strategies to Attract High/quality, Highly Qualified Teachers (New Component)

Job Fairs

Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified teachers

7. Transition

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- * Establish channels of communication between campuses

- * Curriculum Alignment

- * Planning meetings involving parents and teachers of the transitioning campus

- * Joint transition related training of the staffs

8. Teachers Included in Decisions Regarding the Use of Assessments

Provide information on the achievement of individual students

Provide information on the overall instructional program

- * PreSTAAR/ Released STAAR

- * Alternative Assessments

- * ESL

- * Achievement Tests

9. Students Experiencing Difficulty

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction

10. Coordination of Federal, State, and Local Services and Programs (New Component)

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

- * Federal Title Programs

- * Violence Prevention Programs

- * Nutrition Program

- * Head Start

Ben Milam Elementary Goals and Objectives

Goal 1. Ben Milam is establishing a culture of academic excellence

Objective 1.1 Improve reading scores on TEKS Checks

Objective 1.2 Improve writing instruction

Objective 1.3 Build student background knowledge and vocabulary.

Objective 1.4 Student performance measurement tools will be reevaluated for effectiveness in design and implementation

Objective 1.5 Implementation of Lead4ward data analysis/instruction tool to guide instruction.

Objective 1.6 Revisit and emphasize measures of growth and a measurement tool for each subject/grade level.

Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Objective 2.1 Use Discipline RTI to improve student behaviors

Objective 2.2 Improve the cafeteria atmosphere.

Objective 2.3 Increase parent understanding and participation in efforts to keep students safe.

Objective 2.4 Insure consistent practice and review of safety drills.

Objective 2.5 Implementing Safe and Civil Schools Process campus wide.

Goal 3. Ben Milam is encouraging students to maximize their individual potential

Objective 3.1 Improve the performance of minority and low socioeconomic students in reading and math.

Objective 3.2 Increase the participation of parents of struggling students.

Objective 3.3. Objective 3.3 Provide support needed by low SES families to promote academic readiness and success.

Objective 3.4 Increase the effectiveness of the special education program through increased inclusion.

Goal 4. Ben Milam is utilizing innovative technology to stimulate continuous learning.

Objective 4.1 Technology will be integrated in instruction campus-wide.

Goal 5: Ben Milam is fostering success while maintaining fiscal responsibility.

Objective 5.1 Professional development will be need-driven and guided by teacher input.

Ben Milam Elementary Needs Assessment Summary

The data reviewed to develop the Needs Assessment for the 2016-2017 Ben Milam Campus Improvement Plan included the following:

TPRI

Renaissance Star

TEMI

TEKS Check

3rd Grade STAAR

PEIMS

ESTAR

Lead4ward data

Safe and Civil Schools Observations/Input

Ben Milam Elementary Campus Improvement Plan

2016-2017

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.1 Improve scores on reading and math TEKS Checks.

NCLB Objective: 1.1, 1.2, 2.2, 2.3

School Wide Components: 1, 2, 8

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Analyze DMAC data to determine TEKS not mastered to plan classroom intervention		Teachers Principal Assistant Principal	Starting 2 nd six weeks throughout school year	DMAC data
Improve RTI goal-setting		Interventionists Teachers Principal Assistant Principal	Ongoing	DMAC data
Track student progress using Data Walls and Academic Files		Interventionists Teachers Principal Assistant Principal	Ongoing	DMAC data
Deliver small-group instruction to students who do not master specific TEKS		Teachers Principal Assistant Principal	Starting 2 nd six weeks throughout school year	DMAC data

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.2 Improve writing instruction

NCLB Objective: 1.1, 2.2, 3.2

School Wide Components: 1, 2, 4, 8

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Implement Empowering Writers teaching materials		Principal Assistant Principal Teachers	continuing	Comparison of student writing to the expectations of the grade level writing TEKS
Implement Empowering Writers Video Support Series		Principal Assistant Principal Teachers	continuing	Comparison of student writing to the expectations of the grade level writing TEKS
Teachers and principals work collaboratively to improve writing instruction		Principal Assistant Principal Teachers	continuing	Comparison of EOY student writing to the expectations of grade level writing TEKS

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.3 Build student background knowledge and vocabulary.

NCLB Objective: 1.1, 2.2, 5.1

School Wide Components: 1, 2, 8, 9

Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
Implement Clubs in a new format that provides review of vocabulary related to a specific profession each day and a presentation by a speaker from the same profession each Friday.		Speech Therapist Teachers Principal	Weekly	TPRI data Renaissance Star data TEKS Check data
Implement Accelerated Reader		Teachers Principal Librarian	Ongoing	Renaissance Star data Accelerated Reader reports

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.4 Student performance measurement tools will be reevaluated for effectiveness in design and implementation

NCLB Objective: 1.1, 2.1, 2.2,

School Wide Components: 1, 2, 8, 10

Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
Review how often the Renaissance Star is taken by students each year.		Teachers Principal Assistant Principal	August 2016	Renaissance Star Data
Analyze TPRI to evaluate whether it assesses the curriculum taught by each grade level.		Teachers Principal Assistant Principal	By end of March 2017	TPRI data

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.5 Lead4ward strategies and data analysis implementation.

NCLB Objective: 1.1, 2.1, 2.2,

School Wide Components: 1, 2, 8, 10

Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
Utilize Lead4ward (Staar4ward) to analyze data by TEK.		Teachers Principal Assistant Principal	Ongoing	Lead4ward elements
Utilize Staar4ward Student learning reports, heat maps and leader report cards to drive instruction.		Teachers Principal Assistant Principal	Ongoing	Staar4ward elements

Goal 1. Ben Milam is establishing a culture of academic excellence.

Objective 1.6 Revisit and emphasize measures of growth and a measurement tool for each subject/grade level.

NCLB Objective: 1.1, 2.1, 2.2,

School Wide Components: 1, 2, 8, 10

Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
Utilize different measures of growth tools per grade level.	CLI, TPRI, STAR, TEMI, Unit Assessments, Fluency checks, progress monitoring.	Teachers Principal Assistant Principal	Ongoing	All elements.

Goal 2. Ben Milam is providing a safe and disciplined learning environment.

Objective 2.1 Use Discipline Rtl to improve student behaviors

NCLB Objective: 1.1, 1.2, 1.3, 4.1, 5.1

School Wide Components: 1, 2, 5, 9

Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
Partner with Burleson Milam Special Services to provide behavior intervention for regular education students		Teachers Assistant Principal Principal Counselor	Continuing	PEIMS Data
Use Educator's Handbook to track student discipline		Teachers Assistant Principal Principal	Continuing	PEIMS Data
Hold Rtl meetings with parents to develop plans to improve behavior		Teachers Interventionists Assistant Principal Principal	Continuing	PEIMS Data

Goal 2. Ben Milam is providing a safe and disciplined learning environment.

Objective 2.2 The cafeteria atmosphere will improve.

NCLB Objective: 4.1

School Wide Components: 1, 2

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
A system will be developed to reduce the noise level and behavior in the cafeteria.		Assistant principal Paraprofessionals	In place by August 24, 2015 and ongoing	Discipline referral data

Goal 2. Ben Milam is providing a safe and disciplined learning environment.

Objective 2.3 Increase parent understanding and participation in efforts to keep students safe

NCLB Objective: 4.1,

School Wide Components: 1, 2, 5

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Communicate with parents about systems and procedures for safety through newsletters, parent information meetings, Facebook, and parent conferences		Principal Assistant Principal	Ongoing	Parent Surveys

Goal 2. Ben Milam is providing a safe and disciplined learning environment.

Objective 2.4 Insure consistent practice and review of safety drills.

NCLB Objective: 4.1

School Wide Components: 1, 2

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Develop clear drill procedures and post in each classroom.		Assistant Principal Principal Teachers	Ongoing	Observation of regularly scheduled drills

Goal 2. Ben Milam is providing a safe and disciplined learning environment.

Objective 2.5 Safe and Civil Schools Process implemented.

NCLB Objective: 4.1

School Wide Components: 1, 2, 8

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
The entire campus involved in the safe and civil schools process to address the most concerning areas of the campus.	Safe and Civil Schools	Assistant Principal Principal Teachers Staff members.	Ongoing	Observations, data and staff input.

Goal 3. Ben Milam is encouraging students to maximize their individual potential

Objective 3.1 Improve the performance of minority students in math and reading

NCLB Objective: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

School Wide Components: 1, 2, 5, 9

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Achievement will be monitored with the TEMI, ESTAR, and math TEKS checks, TPRI, Renaissance Star data, TEKS check data		Teachers Principal Interventionists	Continuing	TEMI data ESTAR data TEKS Check data
Increase students stamina and persistence through Growth Mindset		Principal Assistant Principal Teachers Paraprofessionals	Continuing	TPRI data Renaissance Star data TEKS Check data
Instruction will be data driven as teachers differentiate in small groups.		Math Interventionist Teachers Principal	Continuing	CSCOPE Performance Indicators BOY and MOY Star testing data Proof of growth of each student on their individualized data sheets
Improve Rtl goal-setting		Rtl Committee Teachers Interventionists Principal	Continuing	CSCOPE Performance Indicators BOY and MOY Star testing data Probes given by interventionists Progress Monitoring Data STAAR Practice Test
Develop and implement reading mentor program (S.M.A.R.T.)		Assistant Principal Principal	Continuing	BOY and MOY Star testing data Probes given by interventionists Progress Monitoring Data STAAR Practice Tests

Goal 3. Ben Milam is encouraging students to maximize their individual potential

Objective 3.2 Increase the participation of the parents of struggling students

NCLB Objective:

School Wide Components:

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Goal setting in regularly scheduled Rtl meetings and parent conferences		Interventionists Teachers Principal Assistant Principal	Ongoing	TEMI data Star data Progress Monitoring TEKS Check data
Parent Involvement Meetings scheduled during the school day and after school		Principal Teachers Assistant Principal	Ongoing	TEMI data Star data Progress Monitoring TEKS Check data

Goal 3. Ben Milam is encouraging students to maximize their individual potential

Objective 3.3 Provide support needed by low SES families to promote academic readiness and success.

NCLB Objective: 1.1, 1.2, 1.3

School Wide Components: 1, 2, 5, 9

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Get parents and community into the building more often with monthly parental involvement activities that include an academic component and information about academic expectations at BME		Principal Teachers Counselors Paraprofessionals	Continuing	Sign-in Sheets Parent Survey conducted at the end of the school year
Referrals to Communities and Schools		Principal Teachers Communities and Schools representatives	Continuing	TEMI Math Data TPRI data DMAC data Report Cards Progress Reports Star Reading data
Have parent involvement team assist in preparing a parent survey that will allow all parents to share what types of support they need.		Parent Involvement Team		Survey Results

Goal 3. Ben Milam is encouraging students to maximize their individual potential

Objective 3.4 Increase the effectiveness of the special education program through increased inclusion.

NCLB Objective: 1.1, 1.2, 1.3

School Wide Components: 1, 2, 5, 9

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Increase inclusion time in general education settings for special education students.	IEP's	Special Education Teachers Teachers Principal Assistant Principal	Ongoing	IEP Progress Reports Educational setting reports.

Goal 4. Ben Milam is utilizing innovative technology to stimulate continuous learning.

Objective 4.1 Technology will be integrated in instruction campus-wide.

NCLB Objective: 1.1, 1.2, 1.3, 3.1, 3.2

School Wide Components: 1, 2, 4 6

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Teachers will complete technology growth plans that they create with technology integration specialist		Teachers Integration specialist Principal	Continuing	Walk-through data Review of technology professional development record
Production applications will become the primary type of apps used across the grade levels		Teachers Integration specialist Principal	Continuing	Walk-through data

Goal 4. Ben Milam is utilizing innovative technology to stimulate continuous learning.

Objective 4.2 Students will use technology as a tool to learn and as a tool to express their learning.

NCLB Objective: 1.1, 1.2, 1.3, 3.2

School Wide Components: 1, 2, 4, 6, 9, 10

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Teach students the technology TEKS for their grade level during computer classes using the Easy Tech program.		Computer Lab Paraprofessional Teachers Principal	Continuing	Individualized student assessments TPRI data Star reading data EOY STAAR Practice Test
Students will create and present digital projects to express their learning.		Principal Campus Tech Team Teachers	Continuing	TEPI data and TEPI student scores

Goal 5: Ben Milam is fostering success while maintaining fiscal responsibility.

Objective 5.1 Professional development will be need-driven and guided by teacher input.

Strategy	Resource	Person(s) Responsible	Timeline	Evaluation
Utilize T-Tess Goal Setting and Observation data to determine professional development.	T-Tess	Teachers Principal Assistant Principal	Starting 2 nd six weeks throughout school year	T-Tess data