

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Wanda L. Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Milam Elementary School
(As it should appear in the official records)

School Mailing Address 5000 Luke Street
(If address is P.O. Box, also include street address.)

City El Paso State TX Zip Code+4 (9 digits total) 79908-3240

County El Paso County

Telephone (915) 236-0325 Fax (915) 562-6448

Web site/URL http://www.episd.org/milam E-mail wljohnso@episd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Juan Cabera E-mail superintendent@episd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso ISD Tel. (915) 230-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Bob Geske
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 52 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 80 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	36	67	103
K	65	62	127
1	72	77	149
2	58	68	126
3	59	60	119
4	52	86	138
5	48	64	112
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	390	484	874

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.6 % American Indian or Alaska Native
 - 1.4 % Asian
 - 13.1 % Black or African American
 - 29.5 % Hispanic or Latino
 - 3.4 % Native Hawaiian or Other Pacific Islander
 - 40.9 % White
 - 11.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 36%

If the mobility rate is above 15%, please explain:

Milam's mobility rate is a direct reflection of the community we serve. Milam is a 98% military campus that resides on the federal property of Ft. Bliss. We also have the unique distinction of serving students whose parents participate in the United States Sergeant Majors Academy, these students only attend Milam for one academic school year.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	178
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	136
(3) Total of all transferred students [sum of rows (1) and (2)]	314
(4) Total number of students in the school as of October 1, 2018	874
(5) Total transferred students in row (3) divided by total students in row (4)	0.36
(6) Amount in row (5) multiplied by 100	36

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, German, French, Russian, Korean, Japanese, Italian, Portuguese

English Language Learners (ELL) in the school: 6 %
52 Total number ELL

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 512

8. Students receiving special education services: 11 %

95 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>21</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>21</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>63</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	95%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Milam, Everyone is responsible for Every child's success Everyday.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Milam Elementary School first opened its doors in 1953 in the El Paso Independent School District (EPISD). Milam Elementary acquired its name from Benjamin Milam, one of the early heroes in the Texas Revolution. Benjamin Milam was a frontiersman from Kentucky that migrated to the Texas territory. He is well known for his battle cry of "Who will follow Ole Ben Milam?" that enlisted 300 volunteer militia at the onset of the Texas Revolution. Milam led the first campaign of the Texas fight for independence with the Siege of Bexar.

Milam Elementary School was built on Ft. Bliss to accommodate the educational needs of the families that live on the military base. Ft. Bliss has been an integral part of this community since the end of the Mexican American War. Milam still has the privilege to teach students whose parents serve our country. However, serving the military community comes with unique challenges. Military service parents deploy for extended periods and relocate frequently. The student population is highly transient; approximately 38 percent of the student population moves during the year and more departs at the end of the school year. The high mobility rate is due to the United States Sergeant Majors Academy (USSMA). USSMA is a ten-month course that only allows those students to attend Milam for one school year and presents a significant challenge to the families and the school.

Creating a supportive school with a highly motivated principal who possesses skills such as curriculum specialist, instructional specialist, and a catalyst for change ensured closing the achievement gap a schoolwide responsibility. Every administrator, teacher, and support staff at Milam can help enhance a student's learning experience every day. Whether it is in the classroom, out on the blacktop during recess, or the cafeteria line during lunch, creating a positive learning culture is the driving force to the school's success.

Instructional coaches were put in place to help guide teachers through the curriculum and devote time to study the Texas Essential Knowledge and Skills (TEKS). TEKS studies help teachers set high expectations and provide lessons with more in-depth critical thinking skills and activities for students to complete. Administrators visited classrooms to observe more student-centered discussions. Teachers created activities where students analyze and apply their thinking skills. Guest speakers addressed teachers about the concerns of parents and students. Facilitators came in to provide a presentation for student opportunities to redo an assignment for student growth. Another organization visited Milam once a month to provide support with SEL lessons, instructional resources, and lesson planning. Administrators and counselors cooperatively collaborate with this organization to promote teacher's capacity and student success. Grade level representatives and school support staff help promote the campus goals and visions through daily communication with parents and the community.

The leadership team's number one focus is to improve student success. First, the leadership team wanted to have tenants in place in regards to the whole child. Teachers begin the day by tapping into each student's social and emotional mindset that they bring to school every day. Teachers set the tone for the classroom environment to allow every student to learn. Teachers also create safe and nurturing lessons with opportunities for reteaching and small group instruction. Administrators and staff members help support students with one to one personalized conversations for personal private matters. Calming corners within the classrooms provide an area for students who need to reset their thoughts and feelings. Once they are ready, students will return to instruction. Choice wheels are painted on the campus blacktop to help students find resolutions to small problems. For big issues, teachers always advise students to tell an adult they trust.

Administrators and instructional coaches find alternative ways to intervene with students who need additional support. Milam created a mentor program where a teacher pairs up with a student who might need someone to help build their self-image or self-esteem. Both teachers and students meet briefly every day to help develop a growth mindset, motivate them to do their best, and continue to make the right choices.

Creating a supportive school is the contributing factor to student success at Milam for the past two years. For the school year 2017, Milam Met Standards for Student Achievement with 93%, up 16% from the prior

year. The campus scored 86% for student growth, which improved by 40%. Milam scored 100% for Closing the Achievement Gap, up 54%. The school earned its first rating of A for overall performance and earned distinction designations in all six areas: Reading, Mathematics, Academic Growth, Closing the Achievement Gaps, and Postsecondary Readiness. Earning all these achievements is not very easy to attain, however having an academic-focused leadership team, dedicated teachers, and willful students are attainable.

The vision of Milam Elementary School is to provide academics that create lifelong learners, graduates from a trade school or university, and hopefully, citizens who return to become role models for future Milam students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The Milam Community will create a positive learning environment with high expectations where children learn to be creative problem solvers, productive, independent learners, respectful, and responsible citizens.

The campus learning environment empowers the students holistically through challenging academics, social-emotional learning, and cultural awareness that instills life long knowledge. The diverse population of the school requires an understanding of the military impact on family life.

Milam Elementary is one of ten recognized EPISD campuses on the 2018-2019 Honor Roll. In 2018-2019, we earned distinctions for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, top 25% Comparative Closing the Gaps, and Post-Secondary Readiness. In 2017-2018, Milam earned distinctions for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, top 25% Comparative Closing the Gaps, and Post-Secondary Readiness, and top 25% Comparative Academic Growth. Milam has achieved an A rating from the Texas Education Agency for the past two years.

The overarching philosophy across subject areas is to utilize differentiated Instruction driven by data analysis. The curriculum approach in K-5 incorporates best practices as a means to address all students' needs that promote success in the classroom. Teachers are provided professional development with research-based strategies to implement in the classroom.

The curriculum of language arts and reading, math, science, and social studies at Milam correlates with the Texas Essential Knowledge and Skills (TEKS). Core content curriculum approaches chosen by EPISD are outlined in the curriculum document. The curriculum document is set up in unit bundles outlining scope and sequence and providing embedded resources and formative assessments, essentially becoming a teacher's skeletal lesson plan. Teachers customize the document based on student needs. Students gain foundational skills through rigorous, direct, planned instruction. Teachers build upon skills taught, providing active-learning opportunities to engage and challenge students.

1b. Reading/English language arts

The English Language Arts/Reading (ELAR) curriculum emulates a direct alignment of the TEKS and research-based methods and strategies that provide differentiated instruction and cross-curricular opportunities. The differentiated instruction provides for all student levels, including approaching, on grade level, or above grade level. A 90 to 135-minute balanced literacy model holds teachers and administrators accountable for quality literacy and biliteracy instruction. Explicit instruction in the language domains of listening, speaking, reading, and writing provides a strong foundation for creating critical thinkers and problem solvers. Students are empowered when supplied with a plethora of high interest, authentic, multicultural literature that supports instruction based on formal and informal assessments. Using assessment data, teachers provide students with interventions in a small-group or pull-out setting and develop active-learning opportunities through project-based activities. All genres of literature are taught through high-interest selections that allow for a deeper understanding of characteristics of each genre. Students broaden their understanding through connections to real-world relevant selections.

The EPISD curriculum endorses the use of the state of Texas adoption of textbooks and resource materials to assist the teachers in the preparation of lessons to address the skills and concepts for alignment of TEKS in each grade level.

Through a combination of teacher-directed instruction and student-centered activities, students have daily opportunities to listen, speak, write, read, and think at a higher level of complexity. Students are provided

skills and strategies to construct the purpose and meaning of various texts independently. The essential components of balanced literacy are: modeled reading and writing, shared reading, and writing table talk and quick write, guided reading and writing, workstations, independent reading, and writing, and word study.

Kindergarten through second grade implement a 135-minute ELAR block that includes whole group instruction of modeled reading and writing, shared reading and writing, word study, oral vocabulary routine, table talk, quick write, and workstations. Small group instruction utilizes guided reading and interventions. Kindergarten through second grade incorporates a rigorous phonics program which includes letter and sound recognition, decoding, spelling, and handwriting that provides the building blocks for a beginning reader and writer. Kindergarten teachers administer reading diagnostic assessments two times a year: the middle of the year (MOY) and the end of the year (EOY) assessments. First and second-grade teachers administer a diagnostic assessment three times a year, the beginning of the year (BOY), (MOY), and (EOY).

In grades third through fourth, a 120-minute ELAR block is implemented using modeled reading and writing, shared reading and writing, word study, table talk, and quick-write. Independent activities include self-selected reading and independent writing using the five stages of prewriting, drafting, revising and editing, and publishing. Third-grade teachers administer a reading diagnostic assessment twice a year BOY and MOY.

A 90-minute ELAR block in the fifth grade is composed of modeled reading and writing, shared reading and writing, word study, vocabulary routine, table talk, and quick-write. Self-selected reading and independent writing utilize these five stages.

1c. Mathematics

Students in K-5 have 90 minutes daily for Math instruction. Milam's math curriculum aligns with the Texas Essential Knowledge and Skills (TEKS).

Milam utilizes the state of Texas adoption of textbooks and curriculum resources accessible in both print and digital features.

Milam teachers create an environment that builds a challenging yet supportive math community. Milam's math lesson structure mirrors the Gradual Release of Responsibility model. This model allows instruction to move from teacher-centered to student-centered. Math instruction begins with rituals and routines. Third, fourth, and fifth grade math classrooms use a 36-week spiral resource that aligns to the tested math TEKS. Due to the high mobility rate, this resource allows any incoming new student to receive the same content every student received since the first day of school. Students will review all the tested TEKS in a two-week rotation. The math lesson will transition to whole group discussion to include academic vocabulary, math notebook entries, and establish goals and purpose. Whole group discussion allows teachers to provide direct instruction, model step by step procedures, and think-aloud alternative methods that students can use to solve math situations. Teachers utilize this time to ask rigorous questions that prompt students to think logically about math concepts. Instilling a culture of respect from the beginning allows meaningful conversations to occur and keep students curious about math. Whole group discussion ensures that every student receives the same instruction and creates a productive classroom community.

Teachers then have students work in pairs or groups to practice necessary foundational skills that were newly discussed and introduced. Students have the opportunity to explore with manipulatives, complete task cards, and use a computer math program that aligns with the lesson. Teachers address any misconceptions and use that opportunity to further learning. Teachers continue to provide support, move among the groups, and give feedback during the lesson.

Students then apply those foundational skills by justifying and explaining their thinking while solving higher-order math problems. Students rely on a rich-print environment that consists of mathematics anchor charts, number lines, and pictorial vocabulary to support student's independent learning. Independent practices reinforce a student's progress and eliminate any doubts or worries they may come across during the learning process. Teachers use this part of the lesson to evaluate and determine a student's level of

understanding.

The campus uses district and campus-based assessments that allow teachers to choose the complexity and depth of knowledge questions. Leveling questions enable students to think when solving math problems critically. The instructional coach and teachers provide questions that assess low TEKS for a better understanding of the concepts to obtain mastery.

Teachers use assessment data to differentiate for our students and reteach areas of need while monitoring all subgroups to perform at a high percentage. Milam's math lesson structure allows teachers to pull Tier 2 and Tier 3 students multiple times during the week. Small group instruction during the math lesson consists of spiraling low student expectations, reteaching concepts, and sharpening computation skills.

1d. Science

Milam's science curriculum aligns with the Texas Essential Knowledge and Skills (TEKS) and Correlates to the English Language Proficiency Standard.

K-5 teachers use the state of Texas adoption of textbooks along with its online resources. The online supplemental resource consists of digital lessons, virtual labs, videos, leveled readers, a science dictionary, and assessments.

Milam teachers also have access to science, technology, engineering & mathematics (STEM) online resources that provide comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. This online program uses the 5E model (engage, explore, explain, elaborate, evaluate), which integrates science, math, reading, computer technology, and hands-on investigations and observations in earth, life, and physical science (by scopes). Process standards embedded into all objectives, which will allow learning for each student to apply to real-world concepts. Scopes are differentiated for students to gain mastery of the concepts. For example, students revisit the lab, after a day with more instruction and solve a different inquiry on the lab.

Milam students also create interactive notebooks for science. Students in 3rd through 5th grade are required to have a science notebook for vocabulary, note-taking, lab results, and a reflective summary. Students can communicate their understanding of science concepts, and teachers provide them with feedback. Science notebooks require two to three entries per week. Students reinforce their learning through cross-curricular assignments.

Milam places high importance on science vocabulary during the science lesson. During planning days, teachers search for aligned vocabulary games, music, and movement to keep students engaged while learning new terms and concepts. Teachers will often assign the pre and post-assessment provided by STEM online programs. Teachers analyze science assessments to create new workstations, intervention groups, and mini-labs to spiral back with students.

1e. Social studies/history/civic learning and engagement

The social studies curriculum lends itself to cross-curricular teaching throughout reading and writing utilizing the Texas EPISD TEKS aligned curriculum. The intended purpose of the social studies curriculum is to empower students to understand, participate, and make informed decisions about citizen roles in the community and civic responsibility. The district provides formative and summative assessments to ensure a vertical alignment through all the grades, such as performance assessments and benchmark assessments. Teachers focus on the curricular approach, which supports hands-on learning, student-centered activities, and strategies that engage students in interactive discussions connecting real-world events to the curriculum. Given the background knowledge that the military families bring to the classroom, students can make connections when participating in activities such as customs and traditions related to the holiday celebrations.

Students celebrate Freedom Week with lessons and activities that emphasize our basic principles of

citizenship. For example, students begin learning about being a member of a community recognizing their roles and responsibilities. At the onset of the school year, each classroom brainstorms to develop a Responsible Treatment Agreement that incorporates appropriate behavior expectations for students, teachers, and schoolwide administration. Students commit by signing the contract and displaying it as a reminder of the standards of citizenship. Students extend their studies from community members to their broadening civic duties as citizens. Students study the basics of our Constitution, the Bill of Rights, the branches of government, and the rights and responsibilities all citizens enjoy.

Civic opportunities and real-life experiences engage all students in events such as Career and College Week. Students experience various careers where community members share their work experiences with students. A sampling of a variety of professions informs the students of the necessary training, education, employment, job responsibilities, and career fulfillment that come with those careers. Students learn about journalism, culinary arts, engineering, medical field, banking/finance, and kinesthesiology from Ft. Bliss and El Paso community members. The military families recognize the commitment and service that soldiers have provided. The veteran's impact on the community is highlighted during Veterans Day activities and displays along the hallways across all grade levels.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

PreKindergarten (PK) is a federally funded program open to four-year-old children. The PreKindergarten curriculum includes language and communication experience, emergent literacy and numeracy skills, social and emotional development, fine arts, technology, and physical development. PreKindergarten guidelines directly aligned to the TEKS provide a systematic transition to the state academic standards in kindergarten through third grade. These programs provide students with the necessary skills for success in how to follow routines, developing self-control, and cooperating with others. The classroom teaches children to become learners, including how to deal with difficult emotions, pay attention, interact positively with classmates, and follow instructions. These skills enable students to perform appropriate grade level tasks that will help transition into kindergarten. The structure and readiness skills boost pre-math and literacy skills for the academic demands of kindergarten. Counselors organize transition activities to assist in the move from PreK to kindergarten.

The PreKindergarten program at Milam is currently a half-day program. The use of a progress monitoring system in the beginning, middle, and end of the year evaluates the growth and development of students. This diagnostic tool assesses a child's cross-curricular progress, such as Rapid Vocabulary and Letter Naming, Language and Literacy Screener, as well as Mathematics Screener. It also includes a Social-Emotional, Early Writing, and Physical Development and Health Checklist.

Texas State House Bill 3 expanded the pre-K half-day program to a full-day program for 2019-2020. There is an emphasis on pre-K to build a more robust performance in K-3 reading and math. It uses a phonics curriculum that incorporates a systematic direct instruction in K-3.

Although there are eligibility requirements to enter the pre-K program, military families meet the criteria to participate in the program. Therefore, all four-year-old students in the Milam community qualify for pre-K classes.

2. Other Curriculum Areas:

Milam offers a variety of non-core subjects that allows an opportunity for students to have a well-rounded educational experience to include physical education (PE), fine arts, and computer science.

Milam offers a Quality Physical Education (QPE) program for all K-5 grade students. It focuses on the unique role physical education has in developing health-related fitness, physical competence, positive social

behaviors, and cognitive understanding of physical activity.

The QPE curriculum increases physical activity levels that will lead to more alert and energetic students and improve their capacity to learn. This curriculum focuses on thematic instruction with critical concepts, which leads to increased student achievement.

The PE department provides all students 225 minutes of weekly instruction developed around state standards TEKS. Students have an opportunity to learn activities that can apply throughout their lives. Students learn and enjoy activities that enhance their fitness. PE offers a variety of activities to support a healthy lifestyle and build a community. Students participate in the Braden Aboud Memorial Foundation, Marathon Kids, and Wellness Wednesday.

The annual Braden Aboud Run/Walk is an event that allows students to participate in a 5K run/walk where all proceeds go back to the community. The Marathon Kids program's ultimate goal is for students to set goals, track daily progress, and complete four marathons (104.8 miles). Students also learn about nutrition, building endurance, and provide motivation and inspiration.

Wellness Wednesday promotes fitness for life through running and playing. Parents participate in their child's educational process by allowing them to run, walk, and play activities with their children during PE time once a month.

The fine arts program consists of weekly music classes for K-5, 5th-grade orchestra, and 3rd-grade mobile art and reading classroom. The program builds self-esteem, teaches self-discipline, cultivates the four strands of the state's standards in observation, perception, creativity, and self-expression. It stimulates the brain development of a child by consistently having to interpret musical symbols, applying it to their instrument, and incorporating design elements. Milam students exhibit their talents through Winter and Spring concerts, Art displays, and Orchestra performances at community events.

EPISD offers the "Van Go" Mobile Art and Reading Classroom to Milam ES. This highly successful and popular program is introduced in the 3rd grade and is particularly successful in showing the relationship of art to core subjects such as reading and writing. "Van Go" brings art history, reading, and hands-on art to students several times a year through our mobile art classroom. This program is particularly successful in integrating the arts into the core curriculum.

Being enrolled in fine arts programs allows the military child, as well as all children, the opportunity to make friends, build relationships, and enjoy the social "benefits" of sharing music and art with the community. Students in 3rd-5th grade visit the computer lab two times a week. All classrooms have a set of I-pads and desktop computers. Students create original products using desktops and I-pads to create research papers, PowerPoint presentations, and graphic organizers, as well as digital portfolios.

Digital citizenship is a priority during the first 12 weeks of school. Instruction ensures that students understand the concepts and practice using technology safely and responsibly. K-5 teachers, the librarian, and the counseling team are responsible for delivering digital media lessons. Media lessons focus on how to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. These lessons support the Technology Application TEKS, specifically TA 3-5.5. For example, 4th graders will explain the difference between private and personal information and why it is risky to share private information online. Librarians help students distinguish between reliable and unreliable sources and balance technology within their own lives. Counselors help guide students to make responsible choices in the real world when it comes to cell phones, social media, and the power of their words. Families are encouraged to continue these discussions and behaviors at home. Information is linked to our school webpage to allow for community outreach and support.

Milam offers a daily two-way dual language program for students in grades PreK -5. Students spend 50% of their time learning in Spanish and 50% of their time learning in English. In Dual Language classrooms, the goal is to have half of the students speak English, and a half speak Spanish to become bilingual and bi-

literate. Every teacher must follow the curriculum guidelines for every subject, as outlined in the English Language Proficiency Standards (ELPS).

3. Academic Supports:

3a. Students performing below grade level

Instructional coaches and teachers use assessment data and formal and informal observations to identify students not meeting grade-level core subject expectations. Teachers create an intervention plan for students performing below grade level. Instructional coaches and teachers identify each student's area(s) of need and prepare materials and supplemental aids to put in place for support. Students performing below grade level will be pulled daily during their core content block for additional guided instruction. Teachers demonstrate strategies, think aloud, and provide continuous feedback during these small intervention groups.

Interventions continue as a way to monitor students until they show independence in their learning.

Supplemental aids, step by step instruction, or little post-it notes are daily reminders to help improve student success. Self-reflection allows students to monitor their progress.

Students have additional intervention opportunities available at Milam. Computer-based intervention is offered twice a week before school. Students in third and fourth grade can attend an intervention period. This intervention period is provided three times a week for 45 minutes. This computer program is also available at home for parents to support their children as well. This intervention allows students to use an evidence-based program that is aligned with the TEKS and provides mini-lesson support in math, reading, writing, or science. During this intervention period, students receive additional instruction and independent practice from a different teacher. Students also have the opportunity to attend after-school tutoring for extra homework and skills support. Teachers encourage students to trust their thinking, develop a need to know, and continue to support students once they show signs of consistency and success. Teachers establish open communication with students and parents to establish the instructional strategies and their benefits to achieve the final goal of the intervention plan.

3b. Students performing above grade level

Students that exhibit creative and or maintain high levels of achievement are nominated and assessed for the Gifted and Talented Program. Once identified as Gifted and Talented (GT), the program reinforces the strengths, needs, and interests of the students. Curriculum and instruction differentiate by modifying the depth and complexity, and pacing of the general school program. Students in kindergarten through third consists of thematic units aimed at developing higher-level thinking skills. This curriculum provides young gifted students the opportunity to develop emerging skills in the four core areas, creativity, leadership, and the fine arts. Problem-solving and original product development emphasize this daily pullout program. Students in grades four and five are provided opportunities to work with curricular units built around universal themes that integrate math, science, social studies, and language arts. Students develop advanced-level products and presentations as part of the program. K-5 GT students will display the results of their year-long research projects.

The Gifted and Talented students hosted a Living History Museum, a research-based, creative, and active project for their end of the year presentations. Students were responsible for selecting a prominent historical figure, researching, and writing on that person adhering to the specific guidelines set by the GT committee. The transformation into that historical figure through costume, backdrops, props, and any artifacts from that person's era brought that person to life. Creativity, imagination, and innovation were the highlight of this event.

Higher level students participate in extra-curricular programs such as Robotics, STEM club, and coding club. These students apply their higher-order thinking skills through project-based learning. Certified teachers serve as facilitators to ensure that the program guidelines are adhered to by the students with the expectation of student-driven work product. Teachers differentiate in the classroom by giving students options for demonstrating mastery through their final work product.

3c. Special education

Special Education provides services to students in grades 1-5 who qualify for additional academic support through inclusion and resource services. Special education classrooms and SPED students have access to active learning environments and flexible seating. General education teachers and resource teachers work collaboratively to align lessons that support each student's IEP to include student modifications, extra time to complete assignments, or shorten assignments. Special attention is paid to the master schedule to ensure all students receive Tier 1 instruction and ensure that SPED minutes comply. Inclusion support in the classroom allows SPED students to receive whole group instruction. Resource teachers and paraprofessionals will help scaffold lessons during the core content block. For example, SPED support may reread directions with simple words, chunk reading texts, or provide manipulatives such as base ten blocks when working with place value during math. Some students will qualify to receive pull out support where the resource teacher will provide small group instruction that accommodates students with more direct instruction and minimal distractions. Students also see these pull out services as additional emotional support to build their self-confidence when it comes to learning.

The Dyslexia Program identifies students in grades K-5 through the 504 processes. EPISD uses a screening process to identify students at risk for dyslexia, then referred through the RTI process, or if there is a parent request, family history, or reading difficulties to be assessed for characteristics of dyslexia. Students identified under section 504 with characteristics of dyslexia will receive explicit instruction to achieve their goals by the end of the school year. DRD services are provided Monday through Thursday for 45 minutes each day, by the Reading Specialist who coordinates interventions for students in all areas of reading, dyslexia, and dysgraphia. The Reading Specialist plans explicit instruction in phonemic awareness, systematic phonics, improves fluency and vocabulary skills, and enhances comprehension based on the needs of the Tier 3 students. Teachers are provided with support through curriculum, training, and are offered interventions to students identified. The reading specialist and the general education teacher work collaboratively to assess and go through the RTI process to plan for student success.

3d. ELLs, if a special program or intervention is offered

The Sergeant Major Academy supports the families from 72 partnering countries. Milam offers a dual language program along with English as a Second Language (ESOL). ESOL services are available for those students that speak other languages such as French, Japanese, Portuguese, and German. Every grade level Prek-5th has an ESOL Certified teacher to conduct the daily instructional curriculum for these students. Teachers differentiate their lessons to accommodate the language needs of these students. Sheltered Instruction Observation Protocol (SIOP) strategies focus on listening, speaking, reading, and writing competencies. Teachers provide opportunities that incorporate visual references, oral expressions, kinesthetics, and multicultural backgrounds. Teachers develop thematic units that combine both academic and cultural support for the ESOL learner. For example, students study holiday celebrations and customs such as Dia De Los Muertos, Christmas Around the World, and Cinco de Mayo. Access to native language resources and strategies build background knowledge, provide comprehensible input, practice, and application for student success. Students acquire language skills that enable them to function alongside their peers in the classroom. Teachers provide students with opportunities for oral expressions, such as reading a book in their native language and sharing the literary elements with the English version. Language software is available for students as an added resource to supplement daily instruction. Participation in curricular programs heightens the student's ability to speak, listen, read, and write in the English language. The goals of our ELL programs are for students to have high academic achievement, to be culturally competent, and to have high self-esteem and leadership skills.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Milam has implemented a specific social-emotional learning (SEL) curriculum with activities and strategies designed to improve school climate and culture. Social-emotional learning strategies build relationships, improve self-regulation skills, increase self-esteem, all of which enhance students' learning opportunities and academic growth. Some of these activities are morning meetings, calming corners, and SEL lessons. The school day begins with morning meetings for students to share any issues or concerns that might impede the school day. Teachers have the Sanford Harmony curriculum to guide teachers to help students cope with their stress and emotions. Calming corners are available in every classroom for students to choose to self manage and de-escalate when appropriate.

Milam uses the Positive Behavior Interventions and Supports (PBIS) approach to build a positive school culture, which leads to Milam's success as a campus. The three core values of Milam are "Be safe, Be respectful, and Be responsible." Each core value has corresponding and specific behavior expectations for every area of the school. All faculty and staff teach and model the core values and behaviors expected of students and consistently offer praise and positive reinforcement to students. The PBIS committee provides lesson plans and schedules for teachers, posters, and core values that are announced over the PA system every day. Students meeting behavior expectations receive rewards and participate in monthly PBIS celebrations, positive phone calls home, and social media spotlight. Students that do not meet the behavior expectations receive interventions, such as reflection forms, reteaching, and counseling lessons. Milam's PBIS mission statement is, "We develop confident, continual learners, who are caring community members."

Counselors meet weekly to address the needs of the students referred to them. Through our PLCs process, identified students identified that need additional emotional and behavior support. The counselors provide faculty and staff training on a variety of protocols to support student's safety and well being. The school counselors teach guidance lessons to all grade levels from the Core Essentials curriculum. This curriculum focuses on monthly character traits, such as joy, knowledge, and commitment. Students have the training to use Conflict Resolution Circles displayed throughout the campus to learn problem-solving skills.

Counselors organize drug awareness assemblies with law enforcement and canine officers. Classes sign commitment pledges to stay drug-free. Counselors organize transition activities to assist in the move from 5th grade to 6th grade with tours to future middle school campuses and to experience academic and elective course offerings. We participate in College and Career awareness activities, with College Pennant Home Project and College Presentations. Each classroom adopts a college and learns about its relevance, history, and facts. The upper-grade classes host a college showcase for the lower grade classes. Teachers and students prepare their classrooms and hallways with spirited displays of their chosen universities for our families to tour during College Night.

2. Engaging Families and Community:

Milam faculty, staff, and administration work diligently to create an educational partnership with families. The school provides an array of parental involvement activities that demonstrate the importance of this partnership, beginning with the annual Meet the Teacher Night. Monthly Parent Teacher Association (PTA) meetings include a grade-level musical presentation encouraging parent attendance. To encourage father figures, a non-traditional volunteer in schools. Milam participates in Strong Fathers, which is an innovative father involvement program and educational initiative to provide positive male role models. The campus has concluded that fostering an educational partnership with families results in student success regardless of race/ethnicity, class, or parents' level of education. Milam recognizes that when families are involved in their children's learning, their children experience higher levels of success in school. Communication is the foundation of parental and community involvement. Milam ensures that families are consistently informed and aware of student learning and campus activities.

A monthly electronic newsletter details each grade level's academic focus and any additional information. Parents access the Parent Portal, an online program that allows them to monitor their child's grades and attendance. In addition to the traditional fall and spring parent/teacher conferences, teachers meet with parents throughout the year to review academic achievement and address any concerns or questions. Milam has many opportunities for parents to participate in fun, educational student projects and at-home projects, for example, the "Cereal Box Book Review." The boxes are displayed and judged during the Literacy Fair. Parents and the community also have many opportunities to come after hours to participate in their children's educational activities, such as College Night, Literacy Night, and SEL Night. All of the activities individually and collectively contribute to student success and growth.

The school has a variety of community partners in education. One of the most active partners is the Ft. Bliss United States Army Base. Soldiers volunteer at numerous school events, such as serving food at Thanksgiving luncheons, acting as judges for various events, reading with students, and speaking at the Career Fair. Milam partners with local businesses in Partners in Education Nights with a portion of the proceeds raised to return to the school. Local business owners, employees, and parents are members of the Campus Improvement Team (CIT), providing a global perspective of the agenda items. Milam's achievements and successes are the results of the efforts and commitments of a multitude of people in the community that champion student education and welfare.

3. Creating Professional Culture:

Milam staff is committed to continuous improvement with effective instructional practices that target the needs of the 21st-century learner. The school is a community of learners composed of students, faculty, and administrators. At Milam, professional development is an ongoing process that is positively influencing student achievement. Professional Development is aligned with Balanced Literacy and Guided Math. Milam takes advantage of professional development opportunities provided by the Curriculum and Instruction Department (C&I), the Region 19 Education Service Center, and campus-based PLCs. Milam has weekly PLC meetings during planning periods where teachers, administrators, and support staff share practices, analyze student achievement data, identify learning challenges, and create action plans.

Teachers ensure that instruction focuses on the TEKS. Collaborative planning and learning in all core content areas provide teachers the opportunity to hone in on the wealth of experience and training that exists among faculty and staff. The district offers monthly professional development for administrators and Instructional Coaches. The principal leads the campus with book studies relevant to student learning. Milam strives to implement a cycle of continuous improvement to ensure educators are supported when addressing the identified areas of need. Analysis of student data and educator needs allows for the planning of prescribed professional development. Results are evident in the success across all levels, from improved teacher performance to student academic success. Social-emotional team-building activities strengthen relationships throughout the campus. Built-in planning days allow teachers to alleviate time constraints. PLCs foster a nurturing, supportive working culture amongst all Milam stakeholders and the community. We celebrate all faculty and staff accomplishments throughout the year through free coupon days, pot lucks, and prizes.

The active learning model of instruction provides for a wealth of opportunities for students as a cornerstone of effective instruction and promotes consistency across grade levels. The Instructional coaches for reading, math, and science take an active role in providing ongoing professional development to the faculty and staff throughout the year. The reading coach plays a significant role in the areas of phonological awareness, leveled reading and writing, building teacher capacity to understand, administer, and score the DRA accurately. The math coach provides numerous workshops throughout the year on how to respond to open-ended questions with accuracy and consistency, data analysis, workstation activities for reinforcement of concepts, and the curriculum scope and sequence for student success. The science coach empowers the teachers with desegregated data, resources, and lab activities that transcend beyond the curricular expectations for a deeper understanding of the concepts in life, earth, and physical science. The principal exemplifies a clear vision of a positive culture through the implementation of best practices for a comprehensive academic, social, and emotional environment.

4. School Leadership:

Milam Elementary has approximately 880 students from pre-K to fifth-grade. Leading a large school with students with diverse educational needs and a high mobility rate requires a shared and collaborative leadership approach. The principal sets clear and high expectations for teachers, staff, and students, but relies on the Instructional Leadership Team (ILT). The ILT consists of the principal, assistant principal, math and reading instructional coaches, reading specialist, Active Learning Leader (ALL), and counselor.

The ILT follows a three-step coaching model, Plan, Reflect, Do. The ILT uses Learning walks to understand the needs of each teacher. Each walkthrough is followed with feedback and questions to make adjustments to improve instruction. In addition to walkthroughs, the principal conducts formal observations and one on one data talks throughout the year with each teacher. Walkthroughs and data talks drive the agenda for Professional Learning Communities (PLC) as well as areas needed for Professional Development (PD) and additional teacher support. Milam's instructional team also provides assistance with instructional programs and ensures their alignment to the TEKS. The instructional coaches monitor the implementation and effectiveness of programs by compiling and analyzing computer-based diagnostic reports and monitoring student data. The goal is for all teachers to reach a level of proficiency where collection, analyzation, and usage of data drive their instructional practice, assessment decisions, and support a campus culture of high academic achievement.

PLCs and data talks are essential to Milam's success. The establishment of an all-in culture empowers grade-level teams to plan, review data, and collaborate to meet the needs of all students. Grade level teams are regularly supported by the instructional coaches and the reading specialist. Over the past two years, the campus culture has changed from teachers working in isolation to collaboration and planning during the PLC process. Milam has grown from a culture of minimal performance to a culture of high student achievement. The state assessments have shown significant improvement in the students that are achieving at a higher level for proficiency and mastery in reading, math, science, and writing. The PLC process has truly built leadership capacity throughout the school. The school is fortunate to have a strong leadership team and others who work to offer quality professional learning that differentiates the needs of various groups or individuals.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Milam's strategy for academic success is the devotion to Professional Learning Communities (PLC). The focus of PLCs includes reviewing student expectations and learning standards, discussing best practices, creating a culture of collaboration, and the analysis of student data to target strengths and weaknesses, not only in student learning but classroom instruction as well. Teachers use PLCs to arrive at problem-solving tactics for at-risk students and identify suitable instructional practices. Instructional coaches facilitate the PLCs by utilizing both diagnostic and prescriptive skills to promote student growth. The professional learning team meets regularly with each grade level to discuss student performance, monitor student growth, and help provide solutions where student performance diminishes.

During PLCs, Milam teachers will first follow district curriculum guides, which incorporate the TEKS as the knowledge, concepts, and skills that students will master in each of the content areas. Teachers will use this time to prepare quality instructional lessons that support engaging and outstanding student achievement and lifelong learning for observation, monitoring, measuring, and evaluation.

Campus administration, instructional coaches, and teachers will then look at how to measure the success of student performance. Teachers will take this time to plan assessments and align their lessons accordingly. Students demonstrate their level of understanding through performance assessments (oral responses, written responses, teacher observation, portfolios, group work/projects, unit tests, research projects), district benchmarks, and mock tests.

Acceleration and intervention are an integral part of Milam's PLCs directives. Discussions on ways to increase the response to intervention, including group size, an increase of instructional time, and altering the treatment intervention, are ongoing. One innovative approach to the school's intervention processes is called Mustang Round-Up (MRU). MRU incorporated a school-wide intervention time for all major stakeholders to participate and provide service to help improve student performance.

PLCs empower the faculty and administration to work collectively to provide quality instruction and improve student learning. Two years in a row, Milam has earned an overall A (90-100) for exemplary performance, scored a 100 for Closing the Achievement Gap, and received a distinction designation in Comparing the Closing Gaps. Milam achieved this recognition by serving all students, while encouraging high academic achievement, and preparing students for college, careers, or the military. The cohesive team of educators accepted the responsibility for student learning with a holistic approach. The PLC cycle guides the principal to utilize the necessary instructional and management leadership skills to design systematic staff development embedded with supportive accountability.