



Millsap ISD District Improvement Plan 2022-2023



District Mission Statement

The mission of Millsap ISD is to inspire, develop, and educate every student in a safe environment to be a productive, responsible citizen prepared for lifelong success.

District Motto

Your Child. Their Dreams. Our Mission

District Vision Statement

Millsap ISD will partner with parents and community to be the premier educational organization.

Value Statements

- We value the development of the whole child.
- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff and parents
 - We believe that student success is our ultimate measure.
 - We practice ethical behavior and personal integrity.

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission and our board approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following

Results of community and parent surveys

- Disaggregating of longitudinal TAPR
- Disaggregating of current year TAPR report
- Student retention rates
- Results of Benchmark assessments
- Prior Year Budgets
- Staff Development needs
- Results of state and Federal planning

Informal measures include such as the following: Needs identified by SBDM teams, review of previous year initiatives to determine over all effectiveness and implementation level and to consider continued development/revisions and funding. Staff emails to district personnel seeking training. Review of district’s vision and research based strategies that will help us attain our vision.

Prioritized Strengths

Strengths	Data Sources
STAAR Math Performance and Growth	STAAR Reports
Superior FIRST Financial Report & Clean District Audit	FIRST Rating & Audit Report
High Quality Staff	Ascendor Reports
High Staff Satisfaction Rate	HQ Reports, TAPR Report, Assessment Results
Afterschool program shows significant, positive impact on all program objectives	MAP Program Evaluation
Continued enrollment growth	PEIMS data
High parent involvement	Parent Survey
Facilities well maintained	Work Orders
Increase in Meets and Masters Performance as compared to the state	STAAR Reports
High school earned 2 Distinction Designations	STAAR Reports
Middle school earned 5 of 7 Distinction Designation	STAAR Reports

Prioritized Weaknesses

Areas of Concern	Data Sources	Funding Sources
District STAAR ELAR scores	STAAR Reports DMAC HB4545 plans	Local Budget Title I Title II SCE ESSER
District STAAR growth	STAAR Reports District Assessments HB4545 plans	Local Budget Title I Title II SCE ESSER
District attendance rates	Ascendor PEIMS	Local Budget Title I Title II SCE
EB/EL student academic growth	TELPAS STAAR Reports DMAC	Local Budget Title I Title II Title III SSA SCE EB/EL
STAAR relative performance in the Meets & Masters levels	STAAR Reports DMAC PEIMS HB3 Academic Achievement Board Goals progress monitoring	Local Budget Title I Title II SCE
Maintaining a High Quality, Full Day Pre-K	Audit Program State Regulations	Local Budget Title I Title II SCE Pre-K/ ECE
Gaps in performance in students subgroups	STAAR Reports DMAC HB3 Academic Achievement Board Goals progress monitoring	Local Budget Title I Title II SCE

Millsap Independent School District District Goals

District Goals

1. Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
2. Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
3. Millsap ISD will provide a safe and nurturing learning experience for all students.
4. Millsap ISD will ensure financial integrity to support educational, academic, and co-curricular programs.
5. Millsap ISD will partner with parents and community to ensure student success.

District Goal #1

Strategy	<ol style="list-style-type: none"> 1.1 Implement research based instructional strategies to increase district STAAR/EOC performance rates, Mastery Level performance rates, and growth for all students and each student group. 1.2 Provide quality, effective, and high-interest co-curricular and extra-curricular programs. 1.3 Provide academic support to achieve a strong graduation/completion rate. 1.4 Provide college preparatory curriculum focused on college/career readiness to ensure a more rigorous program through Honors Classes and Dual Credit. 1.5 Implement innovative learning experiences for all students.
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District Goal #2

Strategy	<ol style="list-style-type: none"> 2.1 Employ certified teachers and staff. 2.2 Provide a high quality teacher mentorship program for new MISD teachers and teachers new to a content or grade level. 2.3 Provide high quality professional development and training in best practices for instructional strategies to teachers and staff.
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District Goal #3

Strategy	<ol style="list-style-type: none"> 3.1 Provide drug, alcohol, violence prevention, and digital safety programs to ensure a safe environment for all students. 3.2 Provide notification systems and interventions regarding bullying and disruptive behavior. 3.3 Ensure all safety plans are current, communicated, and rehearsed.
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District Goal #4

Strategy	<ol style="list-style-type: none"> 4.1 Provide a balanced budget. 4.2 Increase Average Daily Attendance in district schools. 4.3 Implement an effective process for campus and departmental budgeting to ensure resource allocation to areas of need.
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District Goal #5

Strategy	<ol style="list-style-type: none"> 5.1 Implement strategies to increase student attendance. 5.2 Provide effective communication to parents, community, staff, and students. 5.3 Provide programming for students, parents, and community through The Zone (MISD Afterschool Program).
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District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 1:	Implement research based instructional strategies to increase district STAAR/EOC performance rates, Mastery Level performance rates, and growth for all students and each student group.
Population/Students Served:	All students, At-Risk students, White, Hispanic, African American, Economically Disadvantaged, SPED, LEP, GT, Migrant.

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide a student data system for implementation of district wide benchmark assessments and data driven instructional practices to promote student academic growth.	SW 8,9 ESSA 1,2	Assistant Superintendent, Supplemental Instruction Coordinator, Principals, Assistant Principals, Teachers	July- August	Local Funds SCE \$11,965
2 Monitor implementation of TEKS Resource System on each campus to ensure a viable, aligned curriculum and differentiation of instruction to promote student academic growth.	SW 5	Principals Assistant Superintendent Supplemental Instruction Coordinator	August - May	Local Funds SCE \$9,500
3 Provide each campus resources for implementation of data disaggregation and instructional planning for teachers after each benchmark to address needs of students at risk of failure.	SW 8,9,10	Principals Teachers Instructional Coaches Family Engagement Coordinator	October January March	Local Funds Title II ESSER funds
4 Provide in depth, challenging curriculum to prepare students for college or the workplace through implementation of Honors programming.	SW 1	Assistant Superintendent Principals Teachers	August- May	Local Funds Instructional Materials Allotment GT funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
5 Evaluate and revise annually MISD implementation plan for Honors Classes, and Dual Enrollment programming at middle and high schools.	SW 10 ESSA 1,2	Assistant Superintendent Principals Teachers	May-August	Local Funds
6 Provide resources for implementation of RTI & Accelerated instruction to ensure timely interventions for students at risk academic student growth.	SW 1,2	Assistant Superintendent, Supplemental Instruction Coordinator, Interventionist, Business Manager	Ongoing	Local Funds Title I SCE \$168,893 ESSER funds 3.71 FTEs Professional Staff SPED
8 Provide staff professional development on instructional practices and STAAR data as aligned to individual student learning.	SW 1,2,8,9,10	Assistant Superintendent Principals Teachers	June -August	Local Funds Title I Title II SCE
9 Provide training and observation opportunities for middle school science teachers	SW 1,2,8,9	Assistant Superintendent Principal	Ongoing	Local Funds, Title I Title II SCE
10 Teachers will meet in Professional Learning Communities to analyze assessment data and create plans to meet individual students needs.	SW 8,9	Principals Teachers	August-May	Local Funds
11 Utilize Kagan cooperative learning and other strategies to provide differentiation to meet individual student needs		Assistant Superintendent Principals Teachers	August-May	Local Funds Title I Title II SCE
12 Provide concentrated social studies and science training for teachers and research-based instructional strategies and materials to increase the relevancy of social studies and science to students.	SW 1,2,8,9	Superintendent Assistant Superintendent Principals Teachers	Ongoing	Local Funds Title II SCE

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
13 Continue utilization of Measures of Academic Progress testing as a universal screener, progress monitoring, and interventions to promote student academic growth	SW 1,2,8	Assistant Superintendent Principals Teachers	September-May	Local Funds, Title I Title II SCE
14 Continue to utilize the District of Innovation plan in the area of a locally-determined School Start Date and 90 Percent Attendance Rule in order to offer students the instructional schedules to best meet their needs.		Superintendent Assistant Superintendent Principals Teachers	August-May	Local Funds
15 Implement the ESC Region 11 Identification and Recruitment Plan for Migrant Education Program and the Priority for Services Action Plan to insure the proper identification and proper services are provided to students with migrant status (see plan in appendix of DIP 21-22)		Superintendent Assistant Superintendent Principals Teachers	Ongoing	Local Funds Title III SSA
16 Implement a high-quality, K-8 reading instruction-resource, aligned to Reading Academy strategies (Amplify) and provide professional development to staff as need is identified.		Assistant Superintendent, Supplemental Instructional Coordinator, Interventionists Principals, Teachers	Ongoing	TCLAS funds Amplify and mClass assessments Local funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Progress Monitoring training	Principals Teachers Paraprofessionals	Ongoing	Assistant Superintendent Supplemental Instructional Coordinator Principals
2 Advanced Placement and Pre AP Summer Institutes for New Teachers	Secondary Teachers	September 2022	Principals Assistant Superintendent
3 DBQ training	Social Studies	May 2023	Principals
4 Amplify coaching and training	ELA teachers	June 2023	Principals Assistant Superintendent
5 Item Analysis, Student Expectation, STAAR Assessment training	Reading teachers	June 2023	Principals Supplemental Instructional Coordinator
6 Training and observation in the use of STEMScopes, TEKS Resource, and DMAC.	Science teachers	May 2023	Principals Assistant Superintendent Supplemental Instructional Coordinator
7 Measures of Academic Progress testing training	Assistant Superintendent Supplemental Instructional Coordinator Principals Teachers Paraprofessionals	Ongoing	Assistant Superintendent Supplemental Instructional Coordinator

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 District tests administered three(3) times per year: Beginning, Middle, End	May 2023
2 Walkthrough data collected by campus principals, Supplemental Instructional Coordinator	End of each 6 weeks
3 Sign in sheets and lesson plans based on identified students' need	Ongoing
4 Number of teachers attending AP Summer Institutes and GT training (Sign in Sheets, Certificates)	May 2023
5 Sign in Sheets and agendas for data review days	May 2023
6 Rtl reports on student interventions and growth	Ongoing
7 Lesson Plans	May 2023
8 Student attendance and passing rate increase	May 2023
9 Differentiation of instruction	May 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Student academic performance and growth on district assessments in core subjects	Predictive	October 2022, December 2022, April 2023
2 Student 6 weeks' grades	Predictive	6 Weeks
3 Number of walkthrough observations reported	In-Process	Semester
4 Number of students enrolled in Honors and Dual Credit Courses	Predictive	Semester
5 Number of RTI students showing positive growth.	Predictive	6 Weeks
6 Student attendance	In-Process	6 weeks

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 STAAR/EOC percent of students achieving Meets and Masters on ELAR	Key Strategic Measure	June 2023
2 STAAR/EOC percent of students achieving Meets and Masters on Math	Key Strategic Measure	June 2023
3 STAAR/EOC percent of students achieving Meets and Masters on Social Studies	Key Strategic Measure	June 2023
4 STAAR/EOC percent of students achieving Meets and Masters on Science	Key Strategic Measure	June 2023
5 Number of students passing AP exams	Campus Measure	January 2023 June 2023
6 Number of students passing Dual Credit Courses	Campus Measure	January 2023 June 2023
7 Subgroup students passing STAAR/EOC in core subjects	Key Strategic Measure	June 2023
8 Student Attendance	Key Strategic Measure	May 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 2:	Provide quality, effective, and high-interest co-curricular and extra-curricular programs.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide quality, high-interest co-curricular activities that enrich and enhance academic learning for students K-12 through the Zone (MISD's after-school program).	SW 2B,10	Assistant Superintendent Zone Director Principals	Each 6 weeks	Local funds CTE
2 Provide extracurricular activities to ensure that all students have a place to belong and excel.	SW2C	Superintendent Assistant Superintendent Principals Coaches	August 2022 August 2023	Local Funds Staff Resources
3 Provide opportunities for students to participate in meaningful extracurricular activities that prepare them for college and career.	SW 2	Superintendent Assistant Superintendent Principals CTE teachers Zone Director	August 2022 August 2023	Local Funds CTE Funds GT Funds
4 Conduct an annual comprehensive needs assessment and evaluation of all programs to ensure quality and effectiveness	SW 10 ESSA	Superintendent Assistant Superintendent Director Principals	June 2022	Local Funds Staff Resources
5 Encourage students at all levels to participate in Academic UIL enrichment competitions.		Principals Teachers	Fall Semester Spring Semester	Local Funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6 Offer a variety of Fine Arts programs for students. (Theater, Choir, Band, Visual Arts)		Principals	August 2022-May 2023	Local Funds
7 Seek advice of the School Health Advisory Council (SHAC) to enhance the Coordinated School Health Program		Instructional Support Specialist Asst Superintendent SHAC	August 2022-May 2023	Local Funds
8 Analyze course sequences and offerings for Career Technical Education (CTE).		Principal	Annually	Local Funds CTE Funds
9 Increase participation in Agriculture programs (FFA, Judging Teams, Stockshows)		Ag Teachers Principal	Annually	CTE Funds
10 Add industry-recognized CTE certifications		CTE Teachers Principal Assistant Superintendent	August 2022-May 2023	CTE Funds
11 Utilize the Coordinated School Health Program to increase student success and balance		Assistant Superintendent Principals Teachers	August 2022-May 2023	Local Funds
12 Provide transitions for students from middle grades to high school and high school to post-secondary education.		Principals Assistant Principals Counselors Teachers	January 2023-August 2023	Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Certification training for CTE teachers	CTE Teachers	August 2023	CTE Teachers Principal Assistant Superintendent
2 Training for Zone employees	Zone Director	August 2023	Zone Director
3 Coordinated School Health Program and SHAC awareness for staff	Staff	Ongoing	Assistant Superintendent Instructional Support Specialist Principals SHAC Chairman
4 Counseling and orientations for students and parents moving from middle grades to high school and high school to post-secondary education.	Students Parents	August 2023	Principals Assistant Principals Counselors Teachers

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Zone activities/attendance reports for each campus and/or MISD Board of Trustees	September 2022 January 2023 June 2023
2	Students enrolled in extra-curricular activities	May 2023
3	Students enrolled in Zone activities, CTE courses, Clubs	June 2023
4	Program evaluation summary	July 2023
5	Student attendance and health records	June 2023
6	Student schedules/enrollment in post-secondary education opportunities	August 2023
7	Student/Parent Orientations	August 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates	
1	Number of students enrolled in Zone activities & clubs	In-Process	End of semester
2	Percent of students enrolled in extracurricular activities who stay in the program	Predictive	End of semester
3	Data maintained for programs in a timely and accurate manner	In-Process	End of year
4	Increase in number of CTE industry-recognized certifications	In-Process	End of year
5	Increase in student attendance	In-Process	End of year
6	Percent of students enrolled in post-secondary education opportunities	Predictive	End of Year

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Percent of student body attending The Zone >30 days	Key Strategic Measure	June 2023
2 Number of students enrolled in Football, Basketball, Volleyball, Softball, Cross Country, Tennis, Track, Power-lifting, Band, Choir, Theatre, FFA, AG, Archery	Key Strategic Measure	June 2023
3 Percent of Secondary student body enrolled in an activity	Key Strategic Measure	June 2023
4 Program Evaluation Results	Key Strategic Measure	June 2023
5 Percent of attendance increase	Key Strategic Measure	June 2023
6 Student satisfaction rating	Campus Measure	June 2023
7 Percent of students enrolled in post-secondary education	Key Strategic Measure	August 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 3:	Provide academic support to achieve a strong graduation/completion rate.
Population/Students Served:	

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide an alternate education plan for students who are not successful in the traditional setting (Credit Recovery) etc.	SW 9,10 ESSA TEC	Assistant Superintendent Supplemental Instructional Coordinator Principals Business Manager	Each Semester and Summer	SCE \$48,711 1-FTE Local Funds
2 Implement campus procedures for providing attendance incentives, monitoring attendance and reducing truancy	SW 1,9	Superintendent Principals Counselors	August 2022- May 2023	Local Funds
3 Provide counseling support services for students at-risk of dropping out of school.	ESSA	Principals AT-Risk Counselor	Daily	SCE\$12,354 .2-FTE Local Budget
4 Implement a process for monitoring failure rate	SW 2, 9	Superintendent Assistant Superintendent Principals	ongoing	Local Funds
5 Provide targeted tutorials through the Zone (MISD after-school program)	SW 2,9	Zone Director Supplemental Instructional Coordinator Principals	August 2022-May 2023	Local Funds ESSER funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6 Provide STAAR & EOC intensive intervention instruction aligned to HB4545 Accelerated Instruction.	SSI ESSA	Supplemental Instructional Coordinator Principals Teachers	August 2022-August 2023	Local Funds ESSER funds Title I SCE Funds
7 Provide Pregnancy Related Services	SW 9,10 ESSA	Asst. Principal Counselor Principals Nurse	August 2022-August 2023	SCE Funds Local Funds
8 Provide Summer School and afterschool programs for all students not passing state tests on all campuses	SW 2,9	Superintendent Assistant Superintendent Supplemental Instructional Coordinator Principals Zone Director	June 2022-July 2023	ESSER funds SCE Funds Local Funds
9 Implement RTI systems at all campuses to ensure students receive targeted academic interventions.		Principals	August 2022-May 2023	Local Funds
10 Provide Title I, Part A services to homeless children and youth on all campuses to support their enrollment, attendance, and success.	SW 2, 9, 10	Assistant Superintendent Principals	August 2022-May 2023	Title I, Part A SCE Local Funds
11 Continue to provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs.	SW 2, 9, 10	Assistant Superintendent Dyslexia Specialist Principals Teachers	August 2022-May 2023	Title I, Part A SCE Local Funds
12 Provide appropriate services for Special Services and 504 students and other students in need of assistance as well as training for staff.	SW 2, 9, 10	Assistant Superintendent Principals Teachers Paraprofessionals	June 2022-August 2023	Local Funds Title I, Part A Title II SCE Special Education Funds Parker County Co-op

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
13 Provide differentiated curriculum for GT students, as well as training for staff.		Assistant Superintendent Supplemental Instructional Coordinator Principals Teachers	June 2022-August 2023	Local Funds GT Funds Title II
14 Continue to provide campus-based ESL services to identified EL students and the necessary support and resources to ensure student success including staff training.	SW 2, 9, 10	Assistant Superintendent Principals Teachers	June 2022-August 2023	Local Funds Bilingual/ESL Funds Title I, Part A Title II SCE Title III SSA
15 Coordinate between campus registrars, the Assistant Superintendent, and the Region 11 Migrant SSA to request and receive migrant student records through the New Generation System or other means.		Assistant Superintendent Instructional Support Specialist Campus Registrars Region 11	August 2022-May 2023	Local Funds Title I, Part C
16 Provide migrant services for eligible students by determining individual needs, identifying resources, coordinating services, and monitoring progress.	SW 2, 9, 10	Assistant Superintendent Instructional Support Specialist Principals Teachers	August 2022-May 2023	Title I, Part A Title I, Part C SCE Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 MAP Training	Teachers	May 2023	Supplemental Instructional Coordinator Director of Technology Instructional Support Specialist Principals
2 DMAC training	Assistant Superintendent Principals Teachers	May 2023	Assistant Superintendent Supplemental Instructional Coordinator Director of Technology Principals
3 Intentional Recruitment and Planning for Afterschool Programs	Zone staff	August 2023	Zone Director
4 TEKS Resource System Training	Assistant Superintendent Principals Teachers	May 2023	Assistant Superintendent Supplemental Instructional Coordinator Principals
5 Training for staff in areas of special needs such as Homeless, Dyslexia, Migrant, GT, ESL, and Special Education.	Assistant Superintendent Principals Teachers Paraprofessionals	Ongoing	Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Forms completed for Pregnancy Related Services fo each student receiving services	May 2023
2	Documentation of number of students enrolled in the Credit Recovery Program	June 2023
3	Number of students failing at each 6 weeks.	Each Six weeks
4	The Zone tutorial activities on calendar	January & June 2023
5	STAAR/EOC tutorials enrolling students, HB4545 Accelerated Instruction plans	Spring Semester
6	Progress monitoring of students receiving HB4545 Accelerated Instruction, Supplemental Instructional Coordinator, Interventionist supports	Fall & Spring

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Number of students receiving Pregnancy Related Services	In-Process May 2023
2	Number of students enrolled in Credit Recovery Program	In-Process June 2023
3	Number of students failing courses at semester	In-Process January 2023/June 2023
4	Number of students enrolled in The Zone tutorials	In-Process June 2023
5	Number of students attending STAAR/EOC Tutorials	In-Process June 2023

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Number of students recovering 100% of hours for graduation/promotion	Key Strategic Measure	June 2023
2 Decrease in number of students failing at the end of each semester	Campus Measure	January/June 2023
3 Percent of students enrolled in The Zone tutorials passing at Semester	Campus Measure	January/June 2023
4 Percent of students enrolled in interventions, passing STAAR/EOC tests	Key Strategic Measure	June 2023
5 Percent of students retained	Key Strategic Measure	June 2023
6 High School Completion Rate	Key Strategic Measure	June 2023
7 Percent of at-risk students passing STAAR/EOC	Key Strategic Measure	June 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 4:	Provide college preparatory curriculum focused on college/career readiness to ensure a more rigorous program through Honors Classes and Dual Credit.
Population/Students Served:	

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide training and teacher collaboration to increase the rigor and establish the vision for Honors Program		Assistant Superintendent Instructional Support Specialist Principals	Ongoing	Local Funds Title II GT Funds High School Allotment
2 Continue to offer course pathways for Honors Program to include Algebra in grade 8.		Principals Teachers	Summer 2023	Local Funds
3 Provide resources to implement Honors Program courses that build continuity from middle school to high school		Superintendent	Ongoing	Local Funds Title II GT Funds
4 Register teachers for College Board Training		Assistant Superintendent Principals	March 2023	Local Funds Title II
5 Create Honors Program course syllabi and submit to College Board		Superintendent Principals Teachers	Summer 2022	Local Funds
6 Provide practice test opportunities for students to take Honors exams.		Principal AP Teachers	Spring Semester	Local Funds
7 Provide academic counseling to students and parents to ensure students are enrolling in Honors Program/Dual Credit courses as appropriate		Counselors	Spring Semester	Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Honors Program Summer Institutes	Honors Program teachers	August 2023	Assistant Superintendent Principals
2 Hold program Implementation meetings	Principal Teachers Counselor	May 2023	Principal

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Completed meetings with parents and students	May 2023
2 Training completed by all teachers who will have Honors classes	August 2022
3 Honors teachers submit course syllabus to College Board	October 2022
4 Students registered for Honors Program courses for the year	June 2022
5 Documented course sequence plan, including math path to Algebra I in 8th grade	June 2022

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Number of students enrolled in Honors Program courses	In-Process	April 2023
2 Number of parents attending orientation meetings	In-Process	April 2023

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Number of students enrolled in Honors courses	Campus Measure	August 2022
2 Number of students who finish Honors courses	Campus Measure	May 2023
3 Number of teachers who attend Honors Training	Campus Measure	August 2022
4 Percentage of students making a qualifying score on Honors exam by content area	Campus Measure	July 2022
5 Enrollment in Post Secondary training, education, military	Key Strategic Measure	May 2023
6 College Ready Graduates	Key Strategic Measure	May 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 5:	Implement innovative learning experiences for all students.
Population/Students Served:	

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Implement posting of assignments, lessons, and instructional videos online for student and parent access.	SW 2, 3, 10	Assistant Superintendent Technology Department Principals Teachers	Ongoing	Local Funds
2 Expand programs implementing innovative strategies	SW 2, 3, 10	Assistant Superintendent Technology Department Principals Teachers	Ongoing	Local Funds
3 Create learning opportunities which utilize individual technology.	SW 2, 3, 10	Assistant Superintendent Technology Department Principals Teachers	Ongoing	Local Funds Title I, Part A SCE Funds CTE Funds GT Funds
4 Encourage critical thinking and innovative learning. Provide staff with innovative instructional techniques	SW 2, 3, 10	Assistant Superintendent Technology Department Principals Teachers	Ongoing	Local Funds Title I, Part A Title II, Part A SCE Funds CTE Funds GT Funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
5 Incorporate Educators' Technology Competency in to trainings and TTESS		Superintendent Assistant Superintendent Technology Department Principals Teachers	Ongoing	Local Funds
6 Continue to provide at least one digital device per student		Superintendent Assistant Superintendent Technology Department Principals	Ongoing	Local Funds IMAT Funds Title I, Part A SCE Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Technology training for instructional staff on digitally posting lessons and resources.	All instructional staff	Ongoing	Assistant Superintendent Technology Department Principals
2 Technology training for instructional staff on utilization of current technological tools.	All instructional staff	Ongoing	Assistant Superintendent Technology Department Principals
3 Thinking Maps training for entire instructional staff.	All instructional staff	Ongoing	Assistant Superintendent Technology Department Principals
4 Training for instructional staff on integration of technology application in instruction.	All instructional staff	Ongoing	Assistant Superintendent Technology Department Principals
5 Innovative instructional strategies training	All instructional staff	Ongoing	Assistant Superintendent Principals

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Sign in sheets from training	May 2023
2 Purchase orders from trainings and technological tools	May 2023
3 Online postings	May 2023
4 Use of Thinking Maps	May 2023
5 One digital device per student	May 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Increased percent of passing rates on report cards	In-Process	August 2022-May 2023
2 Increased student attendance	In-Process	August 2022-May 2023

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Increased percentage of students meeting Meets and Masters on STAAR	Key Strategic Measure	May 2023
2 Decrease in number of students retained	Campus Measure	May 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 1	Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teaching/Learning Goal)
District Strategy 6:	
Population/Students Served:	

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1				

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates

Lagging Indicators Key Strategic Measure (KSM) or District Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)		
Measure	Measure Type (KSM or CM)	Reporting Period or Dates

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 2	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
District Strategy 1:	Employ certified teachers and staff.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Establish hiring procedures to hire only teachers who are certified for available positions	SW 3,5 ESSA	Superintendent Principals	March 2022-August 2022	Annual Budget
2 Provide high quality professional development for teachers and administrators.	SW3,4	Superintendent Director of Technology Instructional Support Specialist Assistant Superintendent Principals Assistant Principals	Annually and Ongoing	Title II Part A Local Funds SCE Funds Title I Part A Bilingual/ESL GT Funds
3 Annually review district and campus needs assessments to update professional development plan	SW 3,4 ESSA	Superintendent Assistant Superintendent Instructional Support Specialist Principals DEIC	Annually	Local Funds
4 Review and revise teacher retention plan which includes a competitive salary schedule and attractive benefits.		Superintendent Chief Finance Officer	Annually	Annual Budget

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
<p>5 Implement the District of Innovation Plan in the area of Teacher Certification in order to recruit and retain the most highly effective instructional staff and offer students a wide range of opportunities.</p>		Superintendent Assistant Superintendent Principals Teachers	August 2021-May 2022	Local Funds
<p>6 Provide guidance and an individual plan for any teacher not certified or any paraprofessional not Highly Qualified to become so within one year of hire</p>	SW 3, 4, 5	Superintendent Assistant Superintendent Principals	May 2021-July 2022	Local Funds Title II
<p>7 Positively utilize TTESS and TPSS to ensure professional staff growth, student-led instruction, and differentiation for student needs</p>		Superintendent Assistant Superintendent Principals Assistant Principals	August 2021-May 2022	Local Funds
<p>8 Implement the District of Innovation Plan in the area of Teacher Contract Days in order to recruit and retain a highly effective instructional staff.</p>		Superintendent Assistant Superintendent Principals	August 2021-May 2022	Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Paraprofessional Highly Qualified training	Administration	August 2022	Assistant Superintendent Principals
2 State certification training	Administration	August 2022	Assistant Superintendent
3 TTESS and TPESS training	Administration All Staff	August 2022	Superintendent Assistant Superintendent Principals Assistant Principals
4 District of Innovation Plan	DOI Committee, DEIC	ongoing	Superintendent Assistant Superintendent Principals

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Number of professional development sessions attended	June 2023
2 Completed procedures for hiring	March 2023
3 Completed professional development plan	August 2023
4 Information gained in research of retention plan	April 2023
5 TTESS and TPESS sign-in sheets and personal documentation	June 2023

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Teacher pay raise	Predictive	August 2022
2 Number of certified teachers on staff	Predictive	October 2022
3 Number of professional development opportunities provided by district	In-Process	Each semester
4 Increased student success in all areas	Predictive	July 2023
5 Number of teachers retained	Predictive	July 2023

Lagging Indicators Key Strategic Measure (KSM) or District Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)		
Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Teacher turnover rate	Key Strategic Measure	Annually
2 Salary Market Comparisons (Teachers)	Key Strategic Measure	Annually
3 Employee satisfaction survey results	Key Strategic Measure	Annually
4 Student success on state accountability system	Key Strategic Measure	Annually

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 2	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
District Strategy 2:	Provide a high quality teacher mentorship program for new MISD teachers and teachers new to a content or grade level.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 New staff orientation held at the beginning of school year.	SW4	Superintendent Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist Director of Technology Principals	August 2022	Title II Local Funds
2 Evaluate and revise MISD Mentor Program Guidelines.	SW3	Superintendent Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist Principals	August 2022	Local Funds
3 Identify and assign campus mentors for new teachers.	ESSA	Superintendent Assistant Superintendent Principals	July 2022	Title II Local Funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
4 Meet with new teachers throughout year to discuss needs and problem solve.		Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist Principals Mentors	Ongoing	Local Funds Title II ESSER funds
5 Feedback, through a classroom walkthrough process, will be provided to all teachers regarding areas of success and need.		Principals	Ongoing	Local Funds
6 New experienced teachers will be provided Fundamental Five and Harry Wong training.		Assistant Superintendent Instructional Support Specialist Principals	August 2022 and Ongoing	Local Funds Title II, Part A
7 New inexperienced teachers will be provided Teach Like A Champion training.		Instructional Support Specialist Assistant Superintendent Principals	August 2022 and Ongoing	Local Funds Title II, Part A

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Fundamental Five and Harry Wong Training	Teachers	August 2022 & Ongoing	Assistant Superintendent Principal Teachers
2 Coaching and Mentoring Training	Administrators	Ongoing	Assistant Superintendent Principal
3 Teach Like a Champion Training	Teachers	August 2022 & ongoing	Instructional Support Specialist

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	List of mentees and mentor teachers from each campus	August 2022
2	Documentation of mentor/mentee meetings turned in to Instructional Support Specialist / Assistant Superintendent.	End of each semester
3	Number of collaborative meetings held	End of each Six Weeks

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Number of students passing course subjects in new teachers' classes	In-Process	Each 6 weeks
2 Number of meetings mentor held with mentee teachers	In-Process	Semester
3 Principal Walkthrough data	Predictive	Periodically

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Employee satisfaction survey results	Key Strategic Measure	Annually
2 Student success on STAAR/EOC for new teachers	Key Strategic Measure	Annually
3 Number of new teachers retained in district	Key Strategic Measure	June 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 2	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
District Strategy 3:	Provide high quality professional development and training in best practices for instructional strategies to teachers and staff.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Utilize the Assistant Superintendent for Curriculum and Instruction to provide support to teachers, principals, coaches, and intervention teachers.	SW 3, 4, 5	Assistant Superintendent Principals	Ongoing	Local Funds Title II Title I SCE Funds Bilingual/ESL GT Funds
2 Research needs and best practices for instructional strategies based on student data.	SW 3, 4, 5	Principals	Annually	Local Funds Title II Title I SCE Funds Bilingual/ESL GT Funds
3 Provide CTE staff training		Superintendent Assistant Superintendent Principals	Annually	SSA Carl Perkins CTE Funds Local Funds Title II
4 Provide Honors Program training for secondary teachers		Principals	August 2022	Local Funds Title II SCE Funds GT Funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6 The District Leadership Team will conduct a book study to further develop leadership capacity.		Superintendent Assistant Superintendent Principals Department Directors	Ongoing	Title II Local Funds
7 Provide training on "Teach Like A Champion" for all newly hired inexperienced instructional staff.	SW6	Instructional Support Specialist Assistant Superintendent Principals	August 2021 and ongoing throughout the year	Title II Local Funds
8 Utilize Supplemental Instructional Coordinator to provide ongoing needs-based training, support, and resources to teachers and interventionists.		Assistant Superintendent Supplemental Instructional Coordinator Principals	Ongoing	ESSER

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 ESSA training at Region 11	Assistant Superintendent	Ongoing	Assistant Superintendent
2 Honors Program training	Teachers	August 2022 through August 2023	Principals Teachers
3 CTE training	Assistant Superintendent Principal Teachers	Ongoing	Assistant Superintendent Principal Teachers
4 Training as available	Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist Principals Teachers	Ongoing	Assistant Superintendent Supplemental Instructional Coordinator Instructional Support Specialist Principals Teachers Paraprofessionals

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Number of professional development opportunities completed	July 2023
2 Number of teachers Honors training.	July 2023
3 Number of CTE certifications available and successfully passed	July 2023
4 Documentation completed by mentor and mentee teachers.	June 2023
5 Documentation of HB4545 Accelerated Instruction plan implementation	June 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Students enrolled in Honors Program Courses	In-Process	Semester
2 Number of students earning certification/licenses in CTE	In-Process	End of year
3 Number of TTESS appraisals with targeted professional development	In-Process	End of year
4 Progress monitoring of HB4545 Accelerated Instruction for "Priority" standards.	Predictive	each 6-weeks

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Increase in student achievement on STAAR/EOC for all student groups	Key Strategic Measure	July 2023
2 Increase student achievement on STAAR/EOC on Masters Performance	Key Strategic Measure	July 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 2	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
District Strategy 4:	
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1				

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
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Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
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Lead Indicators (In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
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Lagging Indicators Key Strategic Measure (KSM) or District Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
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District Action Plan 2022-2023

District:	Millsap ISD
District Goal 3	Millsap ISD will provide a safe and nurturing learning experience for all students.
District Strategy 1:	Provide drug, alcohol, violence prevention, and digital safety programs to ensure a safe environment for all students.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Ensure safe, comfortable and secure facilities by evaluating, modifying and upgrading current practices in student safety, custodial services, transportation services, food service and student management.	SW 2 ESSA	Maintenance Director Transportation Director Custodial Director Food Service Director Principals	Annually	Local Budget
2 Provide student, staff and community awareness of policies, interventions for danger of drug, alcohol, & tobacco use(K-12), teen dating violence (6-12), and digital safety (K-12)	SW 7	Superintendent Assistant Superintendent Director of Technology Principals	Ongoing	Local Budget Title I Title II
3 Provide staff training on Teen Suicide prevention, discipline management at each campus.		Assistant Superintendent Principals	Ongoing	Local Budget Title I Title II
4 Train students and staff on Bullying Awareness and reporting of incidents as stated in FFI Legal and Local.		Assistant Superintendent Principals	Ongoing	Local Budget Title I Title II
5 Provide an anonymous reporting method online for issues related to bullying and other safety issues at each school. (StayAlert System)	SW 7	Superintendent	Ongoing	Local Budget
6 Provide training on child abuse.		Assistant Superintendent Principals	Ongoing	Local Budget Title I Title II

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
7 District will implement a trauma Informed care policy that includes: addressing the needs of students including counseling, social emotional and mental health		Superintendent Assistant Superintendent District Crisis Counselor Instructional Support Specialist Principals	September 2022- August 2023	Local Budget Safety Allotment ESSER

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Teen Suicide prevention	Counselors/ Administrators	May 2023	Principals Superintendent Asst Superintendent
2 Departmental safety training	Custodial Department Maintenance Department Food Service	August 2023	Dept Directors
3 Bullying prevention and reporting information.	Teachers Students	May 2023	Principals
4 Child abuse training	All staff	May 2023	Superintendent Principals Department Heads
5 Trauma Informed Care	All Staff	May 2023	Superintendent Principals Department Directors

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Training agendas and sign in sheets	May 2023
2	Completed and updated policy and procedures for teen dating violence, drug & alcohol awareness.	Annually
3	Completed departmental trainings.	December 2022
4	Safety training completed regarding reporting requirements and options with bullying.	May 2023
5	Trauma Informed Care	December 2022

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Number of staff members trained in each department for each training	In-Process	End of Year
2 Reduced number of bullying incidents reported	Predictive	Semester
3 Plans for sufficient facilities for students and staff	In-Process	End of Year

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
 (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Decrease in number of discipline incidents requiring DAEP placement	Key Strategic Measure	End of Year
2 Decrease in number of work safety incidents for departments	Key Strategic Measure	End of Year
3 Increase in student academic achievement on STAAR/EOC.	Key Strategic Measure	End of Year

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 3	Millsap ISD will provide a safe and nurturing learning experience for all students.
District Strategy 2:	Provide notification systems and interventions regarding bullying and disruptive behavior.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Review annually and revise (if needed) the district bullying policy and procedures for prevention and intervention. (FFI Legal & Local)	ESSA	DEIC Superintendent Assistant Superintendent District Crisis Counselor Principals	August 2022	Local
2 Maintain a DAEP for placement of students exhibiting disruptive behavior and/or mandatory placement as outlined in the student code of conduct.	TAC19.10 3.1201	Superintendent Principal Business Manager	August 2022 Ongoing	SCE- FTE: .86, \$46,246
3 Review annually and revise (if needed) the district Teen Dating and Violence Policy and procedures handbook and make the handbook available to all students, parents and community on MISD website.	TEC 37	DEIC Superintendent Assistant Superintendent Principals	August 2022	Local

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 State Compensatory Education ACET	Administration	Annually	Superintendent
2 Safe and Drug Free Schools ESC Region XI	Administration	Annually	Superintendent
3 Policy Updates TASB	Admininstration	Annually	Superintendent

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Documentation from meetings to review and revise policy and plans	Annually
2 Plans posted on MISD Website	Annually

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Completed plans	In-Process	June each year
2 Lower incidence of violence	In-Process	June 2023

Lagging Indicators

Key Strategic Measure (KSM) or District Measures (CM)

(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 MISD continues in the Safe School Category on Safe Schools Report	Campus Measure	Annually
2 PEIMS Reports	Campus Measure	Annually

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 3	Millsap ISD will provide a safe and nurturing learning experience for all students.
District Strategy 3:	Ensure all safety plans are current, communicated, and rehearsed.
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
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Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
<p>1 Provide SRO officer for campuses with the following duties, including the following:</p> <ul style="list-style-type: none"> • Assisting with existing school programs such as athletic events, dances, and PTA programs • Building rapport with students and staff • Counseling students, parents, and school staff to resolve problems or misunderstandings in order to reduce the possibility of criminal activity and violence • Deterring criminal activity during passing periods, and lunch breaks, as well as before and after school (both inside and outside of school) • Establishing programs that benefit the students, school district, Sheriff's Office, and community • Maintaining a safe and healthy work and learning environment for staff and students • Providing educational information both in and out of the classroom on various topics, such as: <ul style="list-style-type: none"> o Child abuse o Drug and alcohol abuse o Family violence o Law enforcement as a career o Suicide prevention o Texas state laws (penal, traffic, education code, health and safety code) o Tobacco education o Traffic safety <ul style="list-style-type: none"> • Providing extra traffic enforcement and control in school zones and school districts • Serving as a link between the school district and law enforcement agencies and other social services 		Superintendent Principals	Ongoing	Local Budget
<p>2 Maintain/update security and safety measures including cybersecurity</p>	SW 7	Superintendent Principals Directors	Ongoing	Local Budget

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
3 Update Safety and Security Plans		Superintendent Principals Assistant Principals	August 2022 and maintain through July 2023	Staff
4 Review and train all staff on district and campus safety plans and procedures.		Superintendent Principals Directors	August 2022	Local Funds
5 Each campus will conduct safety drills: fire drills, intruder drills, tornado drills, etc.		Principals	Ongoing	Local Funds
6 Fire Marshall will work with principals to ensure "duck and cover" areas are appropriate and reviewed each year.		Principals	August 2022	Local Funds
7 Implementation of Guardian Program		Superintendent Principals Guardians	Ongoing	Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Emergency Operations Plan for all buildings and stadium	All Staff	August 2022	Principals
2 Emergency Operations Plan in each department	All staff	October 2022	Department Directors
3 Cybersecurity plan	All Staff	October 2022	Technology Director
4 Guardian Training	Guardians	Ongoing through from August 2022 through July 2023	Superintendent

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Number of completed trainings	May 2023
2 Drills completed	May 2023
3 Fire Marshal review completed	August 2023
4 Emergency Operations Plan	August 2023
5 Cybersecurity plan	October 2023
6 Guardian Program in place	July 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Plans in place and practiced	In-Process	June 2023
2 Guardian Program in place	In-Process	June 2023

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
 (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Number of drills completed	Campus Measure	August 2021- May 2023
2 Guardian Training hours completed	Key Strategic Measure	July 2021-May 2023

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 3	Millsap ISD will provide a safe and nurturing learning experience for all students.
District Strategy 4:	
Population/Students Served:	All Students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1				

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates

Lagging Indicators Key Strategic Measure (KSM) or District Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)		
Measure	Measure Type (KSM or CM)	Reporting Period or Dates

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 4	Millsap ISD will ensure financial integrity to support educational, academic, and co-curricular programs.
District Strategy 1:	Provide a balanced budget.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide clearly defined processes and timeline in order to monitor and anticipate changes in state, federal and local funding to develop a plan for effective fiscal management of annual budget.		Superintendent Assistant Superintendent Chief Finance Officer	Annually	Staff
2 Communicate with/to all stakeholders regarding fiscal audits, requirements and stability of the District.	SW 7	Superintendent Chief Finance Officer	Periodically	Staff
3 Maintain a healthy fund balance to ensure fiscal stability		Superintendent Chief Finance Officer	Annually	Staff
4 Seek and write grants to augment funding for the District and provide additional services for students, faculty and community.		Assistant Superintendent	As available	Staff

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 ESC updates	Chief Finance Officer Superintendent Assistant Superintendent	Ongoing	Superintendent

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Periodic budget reports entailing expenditures/revenue and any variances	Annually
2	Fund Balance is maintained or increased	Annually
3	Grants written	As available
4	Enrollment reports	Each 6 weeks

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Budget reports balanced	Predictive	Monthly
2 Grants awarded	Predictive	As available

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Fund Balance report	Key Strategic Measure	Annually
2 Audit Report	Key Strategic Measure	Annually
3 Grant funding meets or exceeds 1%	Key Strategic Measure	Annually

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 4	Millsap ISD will ensure financial integrity to support educational, academic, and co-curricular programs.
District Strategy 2:	Increase Average Daily Attendance in district schools.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Research and pursue ways to enhance and accommodate student enrollment and decrease truancy		Superintendent Principals All Staff	Ongoing	Local
2 Highlight students' positive achievements across the community in order to market the District and attract new families/students.	SW 7	Superintendent Principals All Staff	Ongoing	Staff
3 Review student leaver data to develop a drop out reduction/prevention plan.		Superintendent Asst Superintendent Principals All Staff	Ongoing	Staff
4 Maintain a balanced transfer policy for the District.		Superintendent Asst Superintendent Principals All Staff	Ongoing	Staff
5 Develop a strategic financial plan to prioritize expenditures as funds become available.		Superintendent Chief Finance Officer	Ongoing	Staff

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Leadership Training	Administration Teachers	Ongoing	Superintendent Asst Superintendent Principals
2 Book Studies	Administration Teachers	Ongoing	Superintendent Asst Superintendent Principals

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Enrollment numbers increasing or maintained.	Semester
2 Articles, news clips, stories published	Weekly
3 District website updated weekly	Weekly
4 Facebook and Twitter posts	Weekly

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Number of students enrolled in district	Predictive	Semester
2 Number of communications out regarding positive students achievements	In-Process	Semester
3 Number of transfer students enrolled	Predictive	Semester

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
 (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Enrollment meets or exceeds goal for plan	Key Strategic Measure	Semester
2 Parent Satisfaction rating for district	Key Strategic Measure	Annual

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 4	Millsap ISD will ensure financial integrity to support educational, academic, and co-curricular programs.
District Strategy 3:	Implement an effective process for campus and departmental budgeting to ensure resource allocation to areas of need.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 District and Campus site based teams will conduct a comprehensive needs assessment of all student data to drive allocation of resources to areas of highest needs.	SW 1	Superintendent Assistant Superintendent Principals Business Manager	August 2022 January 2023, June 2023	Staff
2 Develop a survey of needs for campuses and departments prior to initial budget planning	SW 10	Superintendent Assistant Superintendent Principals Business Manager	August 2022 January 2023, June 2023	Staff
3 Provide processes for principals, teachers, and coaches to bring forth new ideas and methods to meet the needs of students.		Principals	Ongoing	Local Funds
4 Ensure that instructional programs are effective and of benefit to students.		Principals	Ongoing	Local Funds
5 Implement strategic plan to ensure resources are utilized for the greatest student success		Superintendent Assistant Superintendent Principals Teachers	August 2022- July 2023	Local Funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 TASB – Staffing Patterns	Superintendent Principals	Annually	Superintendent
2 Site Based Decision Making Processes	Principals	Annually	Superintendent
3 Strategic Planning Training/Implemented	Staff Parents/Community	Ongoing	Superintendent Assistant Superintendent

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Resources allocated to areas of highest needs	July 2023
2 Completion of comprehensive needs assessment at district and campus level	July 2023
3 Survey of Needs developed and implemented.	June 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Comprehensive needs assessment attached to district/campus plans	In-Process	July 2023
2 Surveys completed	In-Process	June 2023
3 Strategic Plan implemented	In-Process	Ongoing

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
 (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Customer satisfaction Campus level	Key Strategic Measure	July 2023
2 Student success on state assessment	Key Strategic Measure	June 2023
3 Strategic Plan executed	Key Strategic Measure	Ongoing

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 4	Millsap ISD will ensure financial integrity to support educational, academic, and co-curricular programs.
District Strategy 4:	
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1				

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates

Lagging Indicators Key Strategic Measure (KSM) or District Measures (CM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)		
Measure	Measure Type (KSM or CM)	Reporting Period or Dates

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 5	Millsap ISD will partner with parents and community to ensure student success.
District Strategy 1:	Implement strategies to increase student attendance.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Create a climate that encourages student participation/connection for all students	SW 2	Superintendent Assistant Superintendent Principals Teachers Technology Director	Ongoing	Local Budget
2 Include parents in planning and development of a system to notify parents when students are truant	SW 6	Superintendent Principals Teachers	Ongoing	Local Budget
3 Provide computer enhanced instruction program for special populations in need of home-bound services	TEC ESSA	Superintendent Principals Teachers Technology Director	Ongoing	Local Budget
4 Provide incentives for student and staff attendance		Superintendent Assistant Superintendent Principals Staff Students Parents/Community	Ongoing	Local Budget

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Training on Innovative Learners	Administrators Teachers	Ongoing	Superintendent Assistant Superintendent Principals Technology Director

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Homebound students being served	May 2023
2 Increase in number of students attending school.	May 2023
3 Decrease in number of discipline referrals	May 2023

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Increase in the passing rate for homebound students.	In-Process	May 2023
2 Decrease in number of behavioral discipline referrals	In-Process	May 2023
3 Increase in attendance at each campus	Predictive	Ongoing

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Student satisfaction rating	Key Strategic Measure	June 2023
2 Percent of students involved in an activity	Key Strategic Measure	Annually
3 Percent of students achieving Meets/Masters on STAAR/EOC	Key Strategic Measure	August 2023
4 Increase in student and staff attendance	Key Strategic Measure	Each 6 Weeks

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 5	Millsap ISD will partner with parents and community to ensure student success.
District Strategy 2:	Provide effective communication to parents, community, staff, and students.
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Parental Involvement Policy and Campus Compacts reviewed and revised annually	TEC ESSA SW 6	Superintendent Assistant Superintendent DEIC	May 2023	Local Title I Part A
2 Survey parents for level of satisfaction on campuses, district and programs.	ESSA	Superintendent Principals	Annually	Local
3 Provide communication to parents in an understandable format for all events and school reports.	SW 3	Principals	Ongoing	Title I Part A Local SCE
4 Hold Parent Open House events on all campuses.	SW 6	Principals Teachers	August 2022 through May 2023	Title I Part A Local
5 Communicate district information on different Social Media outlets and digital sign		Superintendent Assistant Superintendent Technology Department Principals	Ongoing	Local Funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6 Utilize SchoolMessenger system to directly communicate information to parents.		Superintendent Principals	Ongoing	Local Funds

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 ESSA Parent Involvement Policy and Parent Compact training	Principals	July 2022	Assistant Superintendent
2 Social Media and Digital Sign training	Principals Staff	August 2022	Superintendent Assistant Superintendent Technology Department

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion
1 Conduct Open House events	May 2023
2 Maintain presence on Facebook, Twitter, and digital sign	Ongoing

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Sign- in sheets	In-Process	Ongoing
2 Number of Posts/Tweets/Sign Postings	In-Process	Ongoing

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
 (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 Parent Satisfaction Rating District	Key Strategic Measure	Annually
2 Parent Satisfaction Rating for The Zone	Key Strategic Measure	Annually
3 Number of Community Events	Key Strategic Measure	Annually

District Action Plan 2022-2023

District:	Millsap ISD
District Goal 5	Millsap ISD will partner with parents and community to ensure student success.
District Strategy 3:	Provide programming for students, parents, and community through The Zone (MISD Afterschool Program).
Population/Students Served:	All students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Maintain students enrolled in the after-school program		Assistant Superintendent The Zone Director	Ongoing	Local Funds
2 Survey teachers, students and parents to ensure satisfaction on programming provided by the The Zone		Assistant Superintendent The Zone Director	May 2023	Local Funds
3 Partner with parents and provide a monthly family activity to encourage parent engagement in their child's educational process.		Assistant Superintendent The Zone Director Principals	Ongoing	Local Funds Title I, Part A

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 The Zone staff training	The Zone staff	Each semester	The Zone Director

Fidelity of Implementation Indicators
(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Increase in number of parents actively involved in their child's educational process	Semester
2	Increase in student academic achievement for enrolled students	May 2023
3	Decrease in student behavior referrals	Semester

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Increase in students passing all classes for each semester	Predictive	Semester
2 Decrease in student behavioral interventions needed	Predictive	Semester
3 Increase in parent participation in child's educational progress	Predictive	Semester

Lagging Indicators
Key Strategic Measure (KSM) or District Measures (CM)
(Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan)

Measure	Measure Type (KSM or CM)	Reporting Period or Dates
1 The Zone Program evaluation	Key Strategic Measure	May 2023
2 The Zone Participation Reports	Key Strategic Measure	Semester
3 Survey of The Zone Parent Satisfaction	Key Strategic Measure	May 2023

**STAAR Data
Area of Focus: Mathematics**

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1480	16	20	64	80	41	51	20	25
	4	67	1588	12	18	55	82	33	49	20	30
	5	90	1611	21	23	69	77	42	47	22	24
	6	82	1625	18	22	64	78	32	39	10	12
	7	71	1758	1	1	70	99	49	69	24	34
	8	56	1801	2	4	54	96	46	82	17	30
2020-21 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	77	1467	14	18	63	82	33	43	15	19
	4	68	1557	24	35	44	65	30	44	20	29
	5	78	1670	6	8	72	92	43	55	28	36
	6	69	1660	11	16	58	84	32	46	14	20
	7	73	1759	7	10	66	90	50	68	34	47
	8	65	1726	10	15	55	85	42	65	13	20
All Students	3	81	1395	30	37	51	63	25	31	9	11
	5	75	1641	4	5	71	95	38	51	20	27

	6	76	1702	4	5	72	95	44	58	29	38
	7	71	1762	8	11	63	89	54	76	31	44
	8	64	1726	7	11	57	89	40	63	12	19

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	13	1460	3	23	10	77
	4	14	1549	2	14	12	86	4	29	3	21
	5	17	1593	6	35	11	65	7	41	4	24
	6	11	1611	2	18	9	82	4	36	2	18
	7	6	1677	0	0	6	100	2	33	1	17
	8	8	1791	1	13	7	88	6	75	2	25

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	12	1462	3	25	9	75
	4	12	1475	6	50	6	50	2	17	1	8
	5	6	1606	0	0	6	100	2	33	0	0
	6	12	1595	4	33	8	67	4	33	0	0
	7	14	1766	2	14	12	86	10	71	7	50
	8	13	1737	2	15	11	85	9	69	4	31
Hispanic/ Latino	3	12	1318	7	58	5	42	1	8	0	0
	5	13	1589	1	8	12	92	5	38	0	0

	6	10	1657	0	0	10	100	3	30	3	30
	7	13	1730	4	31	9	69	8	62	6	46
	8	13	1683	3	23	10	77	6	46	2	15
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	1									
	6	1									
	7	0									
	8	0									
Black or African American	3	0									
	4	3									
	5	0									
	6	1									
	7	0									
	8	2									

Black or African American	3	1									
	4	0									
	5	0									
	6	3									
	7	0									
	8	1									
Black or African American	3	1									
	5	0									
	6	0									
	7	2									
	8	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	60	1485	12	20	48	80
	4	46	1599	10	22	36	78	27	59	15	33
	5	69	1603	15	22	54	78	31	45	16	23
	6	70	1627	16	23	54	77	28	40	8	11
	7	64	1763	1	2	63	98	46	72	22	34
	8	46	1802	1	2	45	98	38	83	15	33

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
White				#	%	#	%	#	%	#	%

	3	59	1474	10	17	49	83	26	44	13	22
	4	52	1574	17	33	35	67	25	48	18	35
	5	69	1677	5	7	64	93	40	58	27	39
	6	50	1673	6	12	44	88	25	50	12	24
	7	57	1751	5	9	52	91	38	67	25	44
	8	51	1722	8	16	43	84	32	63	9	18
White	3	65	1404	22	34	43	66	21	32	8	12
	5	56	1648	3	5	53	95	28	50	16	29
	6	62	1713	3	5	59	95	39	63	25	40
	7	52	1771	3	6	49	94	41	79	23	44
	8	50	1734	4	8	46	92	33	66	9	18
Two or More Races	3	6	1437	1	17	5	83	3	50	0	0
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									
Two or More Races	3	3									
	4	3									
	5	3									
	6	4									
	7	1									
	8	0									
Two or More Races	3	0									
	5	3									
	6	3									

	7	4									
	8	0									

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1464	8	22	29	78	17	46	7	19
4	27	1568	4	15	23	85	10	37	6	22	
5	41	1556	14	34	27	66	13	32	5	12	
6	40	1619	11	28	29	73	14	35	4	10	
7	29	1702	1	3	28	97	15	52	5	17	
8	23	1777	2	9	21	91	17	74	5	22	

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1439	9	25	27	75	14	39	3	8
4	44	1524	18	41	26	59	16	36	9	20	
5	37	1645	2	5	35	95	17	46	10	27	
6	28	1637	4	14	24	86	10	36	4	14	
7	32	1717	6	19	26	81	20	63	11	34	
8	34	1703	6	18	28	82	18	53	5	15	

Economically Disadvantaged	3	36	1379	17	47	19	53	11	31	4	11
	5	40	1612	2	5	38	95	15	38	8	20
	6	40	1668	1	3	39	98	19	48	10	25

	7	30	1745	5	17	25	83	21	70	13	43
	8	29	1697	7	24	22	76	17	59	2	7
Limited English Proficient	3	1									
	4	2									
	5	3									
	6	0									
	7	2									
	8	3									
Limited English Proficient	3	3									
	4	5	1502	3	60	2	40	2	40	1	20
	5	0									
	6	2									
	7	1									
	8	1									
Limited English Proficient	3	2									
	5	7	1609	0	0	7	100	3	43	0	0
	6	0									
	7	2									
	8	2									
Special Education	3	7	1392	4	57	3	43	2	29	1	14
	4	6	1408	4	67	2	33	0	0	0	0
	5	6	1535	3	50	3	50	1	17	1	17
	6	8	1478	5	63	3	38	0	0	0	0
	7	8	1626	0	0	8	100	0	0	0	0
	8	4									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	10	1408	3	30	7	70	2	20	0	0
	4	12	1444	7	58	5	42	3	25	1	8
	5	17	1556	4	24	13	76	4	24	1	6
	6	7	1623	2	29	5	71	3	43	1	14
	7	10	1631	4	40	6	60	2	20	1	10
	8	9	1586	5	56	4	44	1	11	0	0
Special Education	3	13	1379	5	38	8	62	3	23	0	0
	5	15	1567	2	13	13	87	2	13	1	7
	6	14	1592	3	21	11	79	3	21	1	7
	7	9	1630	4	44	5	56	4	44	2	22
	8	8	1588	3	38	5	63	0	0	0	0

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	82	4147	14	17	68	83	44	54	28	34
Hispanic/Latino	14	3904	4	29	10	71	5	36	3	21
White	65	4203	10	15	55	85	37	57	25	38
Economically Disadvantaged	44	3992	13	30	31	70	18	41	11	25
Special Education	9	3558	6	67	3	33	1	11	0	0

2020-21 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	90	3995	11	12	79	88	40	44	17	19
Hispanic/Latino	10	3791	2	20	8	80	3	30	1	10
White	79	4013	9	11	70	89	36	46	15	19
Economically Disadvantaged	41	3905	8	20	33	80	16	39	6	15
Special Education	8	3576	4	50	4	50	1	13	0	0

2021-22 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	89	4095	12	13	77	87	44	49	24	27
Hispanic/ Latino	16	4189	2	13	14	88	7	44	6	38
White	71	4037	10	14	61	86	35	49	16	23
Economically Disadvantaged	40	3948	6	15	34	85	13	33	5	13
Special Education	10	3639	6	60	4	40	1	10	1	10

STAAR Data
Area of Focus: Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	90	3982	15	17	75	83	47	52	19	21
	8	64	3906	9	14	55	86	28	44	9	14
Hispanic/Latino	5	17	4070	2	12	15	88	10	59	3	18
	8	8	3510	4	50	4	50	2	25	0	0
American Indian or Alaska Native	5	1									
	8	0									
Black or African American	5	0									
	8	2									
White	5	69	3931	13	19	56	81	33	48	13	19
	8	54	3968	5	9	49	91	26	48	9	17
Two or More Races	5	2									
	8	0									
Economically Disadvantaged	5	40	3844	7	18	33	83	14	35	5	13
	8	24	3719	8	33	16	67	9	38	4	17
Limited English Proficient	5	3									
	8	3									
Special Education	5	8	3790	3	38	5	63	2	25	1	13
	8	4									

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	77	3747	28	36	49	64	25	32	12	16
	8	75	3832	19	25	56	75	29	39	9	12
Hispanic/Latino	5	6	3430	4	67	2	33	0	0	0	0
	8	13	3773	3	23	10	77	5	38	1	8
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	1									
White	5	67	3788	21	31	46	69	24	36	11	16
	8	61	3845	16	26	45	74	24	39	8	13
Two or More Races	5	3									
	8	0									
Economically Disadvantaged	5	37	3655	16	43	21	57	8	22	3	8
	8	36	3713	10	28	26	72	10	28	2	6
Limited English Proficient	5	0									
	8	1									
Special Education	5	17	3354	13	76	4	24	1	6	0	0
	8	8	3294	6	75	2	25	0	0	0	0

2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	74	3807	25	34	49	66	27	36	16	22
	8	78	3771	27	35	51	65	20	26	9	12
Hispanic/Latino	5	13	3455	10	77	3	23	3	23	1	8
	8	17	3675	8	47	9	53	3	18	2	12

American Indian or Alaska Native	5	1									
	8	0									
Black or African American	5	0									
	8	0									
White	5	55	3863	14	25	41	75	19	35	14	25
	8	59	3779	19	32	40	68	16	27	6	10
Two or More Races	5	3									
	8	1									
Economically Disadvantaged	5	39	3699	16	41	23	59	10	26	6	15
	8	31	3651	12	39	19	61	6	19	1	3
Limited English Proficient	5	7	3455	5	71	2	29	2	29	0	0
	8	2									
Special Education	5	15	3391	10	67	5	33	1	7	1	7
	8	9	3534	7	78	2	22	1	11	1	11

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	64	4103	9	14	55	86	37	58	12	19
Hispanic/Latino	8	4130	0	0	8	100	3	38	2	25
White	55	4108	9	16	46	84	34	62	10	18
Economically Disadvantaged	35	4056	6	17	29	83	17	49	6	17
Special Education	8	3635	4	50	4	50	1	13	0	0

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	79	4135	5	6	74	94	48	61	11	14
Hispanic/Latino	11	4006	1	9	10	91	5	45	0	0
White	65	4154	4	6	61	94	42	65	10	15
Economically Disadvantaged	31	3976	4	13	27	87	15	48	1	3

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	66	4226	6	9	60	91	48	73	16	24

Hispanic/ Latino	11	4155	2	18	9	82	7	64	1	9
White	54	4229	4	7	50	93	40	74	14	26
Economically Disadvantaged	25	4183	4	16	21	84	17	68	6	24
Special Education	7	3481	5	71	2	29	0	0	0	0

STAAR Data
Area of Focus: Reading/English Language Arts

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1476	12	15	68	85	42	53	26	33
	4	67	1492	23	34	44	66	27	40	14	21
	5	90	1563	16	18	74	82	39	43	17	19
	6	82	1559	33	40	49	60	29	35	11	13
	7	71	1665	16	23	55	77	34	48	23	32
	8	65	1694	14	22	51	78	37	57	13	20
2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	76	1456	10	13	66	87	38	50	16	21
	4	68	1483	23	34	45	66	28	41	16	24
	5	78	1576	18	23	60	77	39	50	25	32
	6	69	1573	22	32	47	68	22	32	10	14
	7	74	1678	12	16	62	84	43	58	26	35
	8	75	1688	13	17	62	83	37	49	17	23
All Students	3	81	1422	27	33	54	67	30	37	19	23

	5	75	1609	14	19	61	81	41	55	26	35
	6	76	1634	14	18	62	82	38	50	27	36
	7	71	1702	9	13	62	87	44	62	24	34
	8	78	1734	7	9	71	91	49	63	28	36

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	13	1419	4	31	9	69
4	14	1462	6		43	8	57	4	29	3	21
5	17	1546	3		18	14	82	7	41	2	12
6	11	1539	4		36	7	64	4	36	1	9
7	6	1556	4		67	2	33	1	17	0	0
8	8	1611	3		38	5	63	2	25	0	0

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	12	1411	3	25	9	75
4	12	1431	6		50	6	50	2	17	1	8
5	6	1505	2		33	4	67	2	33	0	0
6	12	1501	7		58	5	42	1	8	0	0
7	14	1697	3		21	11	79	11	79	8	57
8	13	1653	4		31	9	69	5	38	2	15
Hispanic/	3	12	1305		8	67	4	33	1	8	1

Latino	5	13	1536	2	15	11	85	4	31	2	15
	6	10	1593	3	30	7	70	4	40	2	20
	7	13	1651	6	46	7	54	5	38	3	23
	8	17	1718	3	18	14	82	10	59	6	35
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	1									
	6	1									
	7	0									
	8	0									
Black or African American	3	0									
	4	3									
	5	0									
	6	1									
	7	0									

	8	2									
Black or African American	3	1									
	4	0									
	5	0									
	6	3									
	7	0									
	8	1									
Black or African American	3	1									
	5	0									
	6	0									
	7	2									
	8	0									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	60	1480	6	10	54	90
	4	46	1506	13	28	33	72	21	46	9	20
	5	69	1561	13	19	56	81	29	42	13	19
	6	70	1561	29	41	41	59	24	34	10	14
	7	64	1673	12	19	52	81	32	50	22	34
	8	55	1708	10	18	45	82	35	64	13	24

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	58	1464	7	12	51	88	33	57	14	24
	4	52	1492	16	31	36	69	23	44	14	27
	5	69	1584	16	23	53	77	36	52	24	35
	6	50	1587	13	26	37	74	18	36	8	16
	7	58	1670	9	16	49	84	30	52	17	29
	8	61	1694	9	15	52	85	31	51	15	25
White	3	65	1430	19	29	46	71	26	40	16	25
	5	56	1619	11	20	45	80	33	59	20	36
	6	62	1646	9	15	53	85	33	53	24	39
	7	52	1712	2	4	50	96	34	65	17	33
	8	59	1738	4	7	55	93	37	63	21	36
Two or More Races	3	6	1492	2	33	4	67	4	67	3	50
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									
Two or More Races	3	3									
	4	3									
	5	3									
	6	4									
	7	1									
	8	0									

Two or More Races	3	0									
	5	3									
	6	3									
	7	4									
	8	1									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	37	1440	8	22	29	78
	4	27	1445	12	44	15	56	8	30	3	11
	5	41	1528	10	24	31	76	13	32	4	10
	6	40	1532	22	55	18	45	10	25	4	10
	7	29	1620	11	38	18	62	11	38	7	24
	8	25	1653	11	44	14	56	9	36	3	12

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	35	1435	9	26	26	74
	4	44	1448	19	43	25	57	13	30	6	14
	5	37	1537	10	27	27	73	13	35	7	19
	6	28	1553	8	29	20	71	6	21	1	4
	7	33	1634	9	27	24	73	15	45	9	27
	8	36	1654	8	22	28	78	12	33	6	17

Economically Disadvantaged	3	36	1378	17	47	19	53	9	25	8	22
	5	40	1573	9	23	31	78	18	45	10	25
	6	40	1605	9	23	31	78	15	38	9	23
	7	30	1676	7	23	23	77	14	47	8	27
	8	31	1706	4	13	27	87	16	52	6	19
Limited English Proficient	3	1									
	4	2									
	5	3									
	6	0									
	7	2									
	8	3									
Limited English Proficient	3	3									
	4	5	1507	1	20	4	80	1	20	1	20
	5	0									
	6	2									
	7	1									
	8	1									
Limited English Proficient	3	2									
	5	7	1543	1	14	6	86	2	29	1	14
	6	0									
	7	2									
	8	2									
Special Education	3	7	1348	4	57	3	43	0	0	0	0
	4	6	1325	5	83	1	17	0	0	0	0
	5	6	1490	4	67	2	33	1	17	1	17
	6	8	1443	5	63	3	38	0	0	0	0

	7	8	1524	6	75	2	25	0	0	0	0
	8	4									

2020-21 Reading STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Special Education	3	10	1445	2	20	8	80
4	12	1370	8		67	4	33	1	8	1	8
5	17	1435	10		59	7	41	2	12	0	0
6	7	1478	4		57	3	43	0	0	0	0
7	10	1566	6		60	4	40	3	30	2	20
8	9	1541	7		78	2	22	1	11	0	0
Special Education	3	13	1375		5	38	8	62	6	46	2
	5	15	1496	7	47	8	53	2	13	1	7
	6	14	1492	8	57	6	43	1	7	1	7
	7	9	1586	3	33	6	67	1	11	0	0
	8	9	1605	4	44	5	56	2	22	1	11

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	82	4066	20	24	62	76	48	59	7	9
Hispanic/Latino	16	3859	6	38	10	63	8	50	0	0
White	63	4109	13	21	50	79	38	60	6	10
Economically Disadvantaged	49	3973	16	33	33	67	26	53	4	8
Special Education	9	3541	8	89	1	11	1	11	0	0

2020-21 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	86	4057	25	29	61	71	48	56	6	7
Hispanic/Latino	10	3793	5	50	5	50	2	20	0	0
White	74	4072	20	27	54	73	44	59	5	7
Economically Disadvantaged	40	3948	19	48	21	53	16	40	3	8
Special Education	6	3578	5	83	1	17	1	17	0	0

2021-22 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	93	4084	24	26	69	74	57	61	9	10

Hispanic/ Latino	15	4126	4	27	11	73	9	60	3	20
White	77	4072	20	26	57	74	47	61	6	8
Economically Disadvantaged	42	4007	15	36	27	64	22	52	3	7
Special Education	9	3484	8	89	1	11	1	11	0	0

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	78	3937	26	33	52	67	36	46	4	5
Hispanic/Latino	7	4051	1	14	6	86	4	57	0	0
White	69	3938	23	33	46	67	32	46	4	6
Economically Disadvantaged	32	3772	17	53	15	47	11	34	1	3
Special Education	9	3370	9	100	0	0	0	0	0	0

2020-21 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	84	4030	31	37	53	63	43	51	5	6
Hispanic/Latino	13	3845	7	54	6	46	5	38	1	8
White	65	4069	22	34	43	66	34	52	4	6
Economically Disadvantaged	34	3867	17	50	17	50	12	35	0	0

2021-22 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	83	4173	16	19	67	81	56	67	5	6
Hispanic/	9	3858	3	33	6	67	4	44	0	0

Latino										
White	70	4193	13	19	57	81	48	69	4	6
Economically Disadvantaged	31	4177	6	19	25	81	19	61	3	10
Special Education	7	3429	7	100	0	0	0	0	0	0

STAAR Data
Area of Focus: Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	64	3767	22	34	42	66	20	31	11	17
Hispanic/Latino	8	8	3475	5	63	3	38	0	0	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	2									
White	8	54	3816	16	30	38	70	20	37	11	20
Two or More Races	8	0									
Economically Disadvantaged	8	24	3661	13	54	11	46	6	25	3	13
Limited English Proficient	8	3									
Special Education	8	4									

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	75	3859	23	31	52	69	29	39	16	21
Hispanic/Latino	8	13	3800	3	23	10	77	5	38	3	23
American Indian or	8	0									

Alaska Native											
Black or African American	8	1									
White	8	61	3873	20	33	41	67	24	39	13	21
Two or More Races	8	0									
Economically Disadvantaged	8	36	3746	13	36	23	64	9	25	6	17
Limited English Proficient	8	1									
Special Education	8	8	3298	6	75	2	25	1	13	0	0

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	78	3869	28	36	50	64	30	38	20	26
Hispanic/Latino	8	17	3827	8	47	9	53	5	29	3	18
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	59	3857	20	34	39	66	23	39	15	25
Two or More Races	8	1									
Economically Disadvantaged	8	31	3776	14	45	17	55	11	35	6	19
Limited English Proficient	8	2									
Special Education	8	9	3628	6	67	3	33	2	22	1	11

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	61	4038	6	10	55	90	34	56	12	20
Hispanic/Latino	10	4067	1	10	9	90	5	50	1	10
White	49	4036	5	10	44	90	28	57	11	22
Economically Disadvantaged	22	3884	4	18	18	82	10	45	3	14
Special Education	6	3401	4	67	2	33	0	0	0	0

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	80	4132	8	10	72	90	51	64	20	25
Hispanic/Latino	11	4098	1	9	10	91	8	73	2	18
White	64	4116	7	11	57	89	38	59	16	25
Economically Disadvantaged	36	4022	8	22	28	78	20	56	7	19
Special Education	7	3554	4	57	3	43	0	0	0	0

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	80	4341	4	5	76	95	63	79	31	39

Hispanic/ Latino	12	3932	1	8	11	92	4	33	1	8
White	63	4389	3	5	60	95	55	87	27	43
Economically Disadvantaged	31	4214	3	10	28	90	21	68	8	26

STAAR Data Area of Focus: Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	86	3518	47	55	39	45	25	29	3	3
	7	61	3883	18	30	43	70	26	43	9	15
Hispanic/ Latino	4	18	3440	10	56	8	44	7	39	0	0
	7	9	3584	4	44	5	56	3	33	0	0
American Indian or Alaska Native	4	1									
	7	0									
Black or African American	4	0									
	7	0									
White	4	64	3540	35	55	29	45	17	27	3	5
	7	52	3934	14	27	38	73	23	44	9	17
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	27	3341	20	74	7	26	5	19	1	4
	7	21	3556	10	48	11	52	5	24	1	5
Limited English Proficient	4	3									
	7	3									
Special Education	4	6	3061	5	83	1	17	1	17	0	0
	7	4									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	66	3619	28	42	38	58	18	27	2	3
	7	71	3911	16	23	55	77	34	48	9	13
Hispanic/Latino	4	14	3464	7	50	7	50	2	14	0	0
	7	6	3471	3	50	3	50	1	17	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	3									
	7	0									
White	4	45	3674	17	38	28	62	14	31	2	4
	7	64	3951	13	20	51	80	32	50	9	14
Two or More Races	4	3									
	7	1									
Economically Disadvantaged	4	27	3507	14	52	13	48	5	19	0	0
	7	29	3720	11	38	18	62	11	38	3	10
Limited English Proficient	4	2									
	7	2									
Special Education	4	6	3183	5	83	1	17	0	0	0	0
	7	8	3194	7	88	1	13	0	0	0	0

2020-21 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	70	3488	39	56	31	44	16	23	3	4
	7	74	3774	23	31	51	69	24	32	4	5
Hispanic/	4	13	3378	8	62	5	38	1	8	0	0

Latino	7	14	3860	5	36	9	64	7	50	0	0
American Indian or Alaska Native	4	1									
	7	1									
Black or African American	4	0									
	7	0									
White	4	52	3527	27	52	25	48	14	27	3	6
	7	57	3720	18	32	39	68	15	26	3	5
Two or More Races	4	3									
	7	1									
Economically Disadvantaged	4	45	3388	29	64	16	36	7	16	2	4
	7	33	3624	15	45	18	55	8	24	1	3
Limited English Proficient	4	5	3606	3	60	2	40	1	20	0	0
	7	1									
Special Education	4	14	3061	13	93	1	7	1	7	0	0
	7	10	3393	7	70	3	30	1	10	1	10

TAPR Data Enrollment

Enrollment by Grade Level						
Grade Level	2019-20		2020-21		2021-22	
Early Education		%	1	0.10%	1	0.10%
Pre-Kindergarten		%	40	3.90%	56	5.10%
Kindergarten		%	73	7.10%	76	6.90%
Grade 1		%	66	6.40%	76	6.90%
Grade 2		%	72	7.00%	84	7.60%
Grade 3		%	76	7.40%	77	7.00%
Grade 4		%	71	6.90%	87	7.90%
Grade 5		%	77	7.50%	74	6.70%
Grade 6		%	73	7.10%	80	7.30%
Grade 7		%	80	7.80%	73	6.60%
Grade 8		%	82	8.00%	81	7.40%
Grade 9		%	91	8.80%	101	9.20%
Grade 10		%	85	8.30%	84	7.60%
Grade 11		%	70	6.80%	80	7.30%
Grade 12		%	72	7.00%	71	6.40%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2019-20		2020-21		2021-22	
All Students		100%	1029	100%	1101	100%
American Indian or Alaska Native		%	5	0.50%	4	0.40%
Asian		%	3	0.30%	3	0.30%
Black or African American		%	10	1.00%	14	1.30%
Hispanic/Latino		%	157	15.30%	177	16.10%

Native Hawaiian/Other Pacific		%	5	0.50%	4	0.40%
Two or More Races		%	31	3.00%	31	2.80%
White		%	818	79.50%	868	78.80%
Economically Disadvantaged		%	349	61.90%	506	46.00%
At-Risk		%	308	29.90%	464	42.10%
Special Education		%	126	12.20%	139	12.60%

TAPR Data
Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2018-19	2019-20	2020-21
All Students	95.7	98.8	95.6
Male	95.8	98.8	95.7
Female	95.7	98.7	95.4
Hispanic/Latino	95.9	99	95.5
Black or African American	96.6	99.6	97.1
White	95.7	98.7	95.6
Two or More Races	96.3	98.4	94.7
Economically Disadvantaged	95.4	98.6	94.9
English Language Learner	96.4	99.2	96.4
Special Education	95.7	98.8	95.3
At-Risk	95.3	98.6	94.7

Annual Dropout Rate				
Student Group	Grade Level	2018-19	2019-20	2020-21
All Students	7-8	0	0	
	9-12	0.6	0	0.3
Male	7-8	0	0	
	9-12	1.3	0	0.6
Female	7-8	0	0	
	9-12	0	0	
Hispanic/Latino	7-8	0	0	
	9-12	0	0	
White	7-8	0	0	
	9-12	0.8	0	0.4
	9-12	0	0	
Economically Disadvantaged	7-8	0	0	
	9-12	1.3	0	
	9-12	0	0	
Special Education	7-8	0	0	
	9-12	3.2	0	
At-Risk	7-8	0	0	
	9-12	0.6	0	0.7

TAPR Data Annual and Total Graduates

Annual Graduates						
Subgroup	2018-19		2019-20		2020-21	
All Students	75	100%	72	100%	76	100%
African American	0	0%	1	1.40%		%
Asian	1	1.3%	0	0.00%		%
Hispanic	8	10.7%	14	19.40%	9	11.80%
Two or More	2	2.7%	1	1.40%		%
American Indian	1	1.3%	0	0.00%		%
Pacific Islander	0	0%	0	0.00%		%
White	63	84%	56	77.80%	67	88.20%
Economically Disadvantaged	31	41.3%	31	43.10%	29	38.20%
At-Risk	28	37.3%	22	30.60%	20	26.30%
English Language Learner	1	1.3%	2	2.80%	1	1.30%
Special Education	4	5.3%	9	12.50%	9	11.80%

Total Graduates (All Students)						
Graduate Type	18-19		19-20		20-21	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0.00%		%
Foundation High School Program (Distinguished Levels of Achievement)	68	90.7%	63	87.50%	68	89.50%
Foundation High School Program (Endorsement)	3	4%	0	0.00%	5	6.60%
Foundation High School Program (No Endorsement)	4	5.3%	9	12.50%	3	3.90%
Minimum High School Program	0	0%	0	0.00%		%

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District:
Region:

Priority for Service (PFS) Action Plan

Filled Out By:
Date:

School Year: 20__ - 20__

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): Identify and provide services to migratory students who are failing or at risk of failing to meet the State’s content and performance standards, and whose education has been interrupted during the regular school year, with priority</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Use data to plan the Priority for Services Action Plan for 2022-2023 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September – May, on or	MEP Staff	NGS generated reports

	before the 15 th day of every month		
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September –May 25 th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept.-May	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time-stamped handouts
Additional Activities			
<ul style="list-style-type: none"> 			

LEA Signature	Date Completed	<i>Michelle Perez</i> ESC Signature	Date Received
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