

DEIC Minutes
May 10, 2023

4:45 - Edie Martin welcomes committee. Celebrating Teacher Appreciation Week. Let's share out great things going on in the district. MMS fieldtrip to Blue Ridge MS - CKH and Paxton Patterson Labs. Excellent Athletic Banquet last night, right at 400 people. Recognized signing commitments yesterday as well. MES - PTO has spoiled us all week, i.e., popcorn, baked potato and salad, candy. Garden Club - homemade treats at each campus. MES - graduation ceremony for Victoria Anderson. Student taught at MES as well. PTO raised enough for a small climber on the playground. All the many adults working with all of our students.

4:55 - Dale Latham, DEIC Training - roles and responsibilities of a DEIC member.

5:05 - Our culminating activity to plan for next year. Comprehensive Needs Assessment. MVV and goals based on previous needs in DIP and strategic actions. What goals do we need to add based upon the data I share with you. Living, breathing document - not one and done. Some things are required by law. Explains Federal and State funding sources. (See below).

5:10 - District Improvement Plan developed from a comprehensive needs assessment. This is a part of our continuous improvement cycle. We conduct surveys, look at student data, etc. Focus areas - demographics, community engagement, financials, student achievement, culture and climate. MAP data, STAAR data, TAPR report, etc. You will transition through all four stations as a group to answer questions, look at data and possibly develop goals.

5:16 - DL provides groups Prioritization Tool worksheets to each group/one per station. Groups begin their prioritization at each station. Groups analyze provided data and discuss findings. Guided questions help direct groups conversations.

5:30 - Let's rotate clockwise to the next station (2 of 4). Take your prioritization tool with you to the next station. Groups analyze data, discuss findings, and identify strengths/needs. Guided questions help direct groups conversations

5:40 - Rotate to the next station (3 of 4). Groups analyze data, discuss findings, and identify strengths/needs. Guided questions help direct groups conversations

5:51 - Rotate to the last station (4 of 4). Groups analyze data, discuss findings, and identify strengths/needs. Guided questions help direct groups conversations.

6:02 - You don't know what good you have accomplished yet; but, by moving through the stations and recording thoughts, you will guide our goals and strategies moving forward. What were your surprises? - decrease in SPED referrals and number of disciplinary placements. Enrollment - Withdrawals are similar, yet new enrollment declined, declined at the end of this year compared to recent trend. Growth declines is common throughout local districts. EM - If we increased consequences for certain behaviors, would the community and staff support the

consequences? Mr. Moore - I think the community wants consistency. Questions about impact to their records. Does not follow them beyond graduation unless it is a criminal offense. It is not on their transcript. Any more feedback? Parent agrees to stiff consequences. Other parents agree with the stiffer consequences. Teachers respond with support as well.

6:26 DL - Put your name on the prioritization tool worksheet. Leave them piled on the table and I'll pick them up. EM- before we dismiss, if we go to stiffer consequences, please share your thoughts of support with the community at the appropriate time. Thank you for helping on this committee throughout this year. It helps us improve moving forward. You reporting this throughout this year.

6:31 - Dismissal



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.

**Millsap Independent School District
District Goals**

District Goals

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| 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	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.

District Goal #2

Strategy	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.

District Goal #3

Strategy	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.

District Goal #4

Strategy	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.

District Goal #5

Strategy	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).

Millsap ISD May 2023
Federal and State Coordinated Funding

For school year 2022-23 the following programs and services for MISD are funded through federal and state funds.

Carl D. Perkins Grant (federal grant);

- MISD is part of the ESC Region 11 Shared Services Agreement (SSA)
- Fees for SSA
- Funds are used to enhance students opportunities to earn Industry Based Certifications
- Examples include Basic Life Support instruction, certification exams, welding materials, and multi-media instructional tools, aligned to Programs of Study.

Title I, Part A Schoolwide Program (federal grant); \$183,087 (MES, MMS)

- Supplemental supplies, materials, equipment, fees, computers, and software for programs, classrooms and computer labs on Title I campuses
- Partial pay for 1 instructional coach and a paraprofessional
- Capturing Kids' Hearts
- *The Village* for parent engagement

Title I, Part C – Migrant (federal grant); MISD is part of the Region 11 Shared Services Arrangement

- Instructional materials/supplies for identified migrant students

Title II, Part A Professional Development (federal grant); \$52,397

- Professional development for teachers in content areas
- Professional development for administrators
- Materials for professional development
- Mentor Program

Title III, Part A (federal grant); MISD is part of the Region 11 Shared Services Arrangement

- Training for teachers in the area of English as a Second Language
- Supplemental instructional materials, equipment, supplies, software for English as a Second Language students

Title IV, Part A Flexible Block Grant (federal grant); \$10,000

- All monies transferred to Title I, Part A to help pay salaries

State Compensatory Education (state grant); \$728,419

- Funding for teachers and paraprofessionals who work with students at-risk
- Professional development for teachers who work with students at-risk
- At-risk counselor
- Supplemental instructional materials for use by students in at-risk situations

Early Education Allotment (state grant); \$91,367

- Funds used for programs and services to improve student performance in reading and math Pre-K – 3rd grade
- Transition from half day to full day Pre-K
- Teacher professional development – State reading academies for all K – 3rd reading teachers

Bilingual Education Allotment (state grant), \$21,779

- Supplemental instructional materials, equipment, supplies, software for English as a Second Language students – Student summer reading materials
- Training for teachers who work with EL students
- Teacher certification test reimbursement for teachers working with EL student

Career/Technical Education (state grant), \$1,517,277

- Supplemental instructional materials, equipment, supplies, software, certification, and contest fees for students in the Career and Technical programs (i.e. Agriculture, Business)
- Funding for teachers who work with Career/Technical students
- Addition of various programs of study (Independent Electrical Contractor)

College Career, and Military Readiness Outcomes Bonus; \$80,000

- Funds used to improve college, career, and military readiness outcomes.
- Funds for professional development – Advanced Placement (AP) training.
- Instructional support services to increase student learning outcomes – ELA I & II
- Student testing and preparation services – Examples include ACT, SAT, & TSI
- Partial student tuition for a CTE Course (Cosmetology, EMT)

Gifted/Talented Education (state grant), \$20,135

- Supplemental instructional materials, equipment, supplies, and testing fees for students identified as Gifted and Talented
- Funding and training for teachers who work with students identified as Gifted and Talented

Special Education (state grant), \$1,393,855

- Supplemental instructional materials, equipment, and supplies, for students identified as Special Education
- Funding and training for teachers who work with students identified as Special Education
- Fees for the Parker County Special Education Cooperative (SSA)

Dyslexia (state grant); \$59,136

- Funding for instructional materials, equipment, and supplies
- Teacher professional development for dyslexia services

**Please note that funding amounts fluctuate throughout the year due to adjustments at the state level.*



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Dropouts
- Special Program Participation
- Teacher-Student Ratios

Findings/Analysis

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Prioritization Tool



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Types:

- Advanced Course/Dual Enrollment Data
- College, Career, and Military Readiness (CCMR)
- College Entrance Exams
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Course/Class Grades
- Graduation Plan Types
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Results Driven Accountability (RDA)
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Assessment Data
- State and Local Student Assessment Data Tables
- Texas English Language Proficiency Assessment System (TELPAS) Results
- Texas Success Initiative (TSI) Data

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Prioritization Tool



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

Findings/Analysis

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Prioritization Tool



Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Types:

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information

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