

Millsap ISD District Improvement Plan 2020-2021



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.

Strengths	Data Sources
STAAR Math Performance and Growth	STAAR Reports
Superior FIRST Financial Report & Clean District Audit	FIRST Rating & Audit Report
High Quality Staff	TxEIS 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 2 Distinction Designation	STAAR Reports

Prioritized Strengths

Prioritized Weaknesses

Areas of Concern	Data Sources	Funding Sources
District STAAR ELAR scores	STAAR Reports DMAC	Local Budget Title I Title II SCE School Improvement Grant
District STAAR growth	STAAR Reports District Assessments	Local Budget Title I Title II SCE School Improvement Grant
District attendance rates	TxEIS	Local Budget Title I Title II SCE
ELL student academic growth	TELPAS STAAR Reports DMAC	Local Budget Title I Title II Title III SSA SCE ELL School Improvement Grant
STAAR relative performance in the Meets & Masters levels	STAAR Reports DMAC PEIMS	Local Budget Title I Title II SCE School Improvment Grant
Transitioning Pre-K to a High Quality, Full Day Pre-K	Audit Program New State Regulations	Local Budget Title I Title II SCE PreK
Gaps in performance in students subgroups	STAAR Reports DMAC	Local Budget Title I Title II SCE TIP Grant

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

	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.
Strategy	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

	2.1	Employ certified teachers and staff.	
Strategy	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

	3.1	Provide drug, alcohol, violence prevention, and digital safety programs to ensure a safe environment for all students.
Strategy	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

		4.1	Provide a balanced budget.
	Strategy	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

	5.1	Implement strategies to increase student attendance.
Strategy	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).

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 NCLB 1,2	Assistant Superintendent 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	August - May	Local Funds TIP Grant 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	October January March	Local Funds Title II TIP Grant
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
5	Evaluate and revise annually MISD implementation plan for Honors Classes, and Dual Enrollment programming at middle and high schools.	SW 10 NCLB 1,2	Assistant Superintendent Principals Teachers	May-August	Local Funds

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6	Provide resources for implementation of Rtl & Accelerated instruction to ensure timely interventions for students at risk academic student growth.	SW 1,2	Assistant Superintendent Business Manager	Ongoing	Local Funds Title I SCE \$168,893 3.71 FTEs Professional Staff SPED
7	Implement professional learning in Lucy Calkins Units of Study in Writing, Reading and Phonics, as well as basic literacy professional learning.	SW 1,2,8,9,	Assistant Superintendent Principals Teachers	June -August	Local Funds Title I Title II SCE
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 TIP Grant
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 TIP Grant
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 20-21)		Superintendent Assistant Superintendent Principals Teachers	Ongoing	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 Principals					
2	Advanced Placement and Pre AP Summer Institutes for New Teachers	Secondary Teachers	September 2020	Principals Assistant Superintendent					
3	DBQ training	Social Studies	May 2021	Principals					
4	Lucy Calkins training	ELA teachers	June 2020	Principals Assistant Superintendent					
5	Item Analysis, Student Expectation, STAAR Assessment training	reading teachers	June 2021	Principals					
6	Training and observation in the use of STEMScopes, TEKS Resource, and DMAC	Science teacehrs	May 2021	Principals Assistant Superintendent					
7	Measures of Academic Progress testing training	Assistant Superintendent Principals Teachers Paraprofessionals	Ongoing	Assistant Superintendent					

	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 2021					
2	Walkthrough data collected by campus principals	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 2021					
5	Sign in Sheets and agendas for data review days	May 2021					
6	Rtl reports on student interventions and growth	Ongoing					
7	Lesson Plans	May 2021					
8	Student attendance and passing rate increase	May 2021					
9	Differentiation of instruction	May 2021					

	Lead Indicators (In-Process or Predictive Formative Measures)						
	Measure Measure Type Reporting Period (Predictive or In-Process) Dates						
1	Student academic performance and growth on district assessments in core subjects	Predictive	October 2020, December 2020, April 2021				
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 Reporting Period or (KSM or CM)) Dates						
1	STAAR/EOC percent of students achieving Meets and Masters on Reading/ELA/Writing	Key Strategic Measure	June 2021				
2	STAAR/EOC percent of students achieving Meets and Masters on Math	Key Strategic Measure	June 2021				
3	STAAR/EOC percent of students achieving Meets and Masters on Social Studies	Key Strategic Measure	June 2021				
4	STAAR/EOC percent of students achieving Meets and Masters on Science	Key Strategic Measure	June 2021				
5	Number of students passing AP exams	Campus Measure	January 2021 June 2021				
6	Nunber of students passing Dual Credit Courses	Campus Measure	January 2021 June 2021				
7	Subgroup students passing STAAR/EOC in core subjects	Key Strategic Measure	June 2021				
8	Student Attendance	Key Strategic Measure	May 2021				

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 2020 August 2021	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 2020 August 2021	Local Funds CTE Funds GT Funds High School Allotment
4	Conduct an annual comprehensive needs assessment and evaluation of all programs to ensure quality and effectiveness	SW 10 NCLB 1	Superintendent Assistant Superintendent Director Principals	June 2020	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 2019-May 2021	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 2019-May 2021	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 2020-May 2021	CTE Funds
11	Utilize the Coordinated School Health Program to increase student success and balance		Assistant Superintendent Principals Teachers	August 2020-May 2021	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 2021-August 2021	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 2021	CTE Teachers Principal Assistant Superintendent		
2	Training for Zone employees	Zone Director	August 2020 August 2021	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 2021	Principals Assistant Principals Counselors Teachers		

	Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)						
	Evidence Date of Expecte Completion						
1	Zone activities/attendance reports for each campus and/or MISD Board of Trustees	September 2020 January 2021 June 2021					
2	Students enrolled in extra-curricular activities	May 2021					
3	Students enrolled in Zone activities, CTE courses, Clubs	June 2021					
4	Program evaluation summary	July 2021					
5	Student attendance and health records	June 2021					
6	Student schedules/enrollment in post-secondary education opportunities	August 2021					
7	Student/Parent Orientations	August 2021					

	Lead Indicators (In-Process or Predictive Formative Measures)					
	Measure Measure Type Reporting Period or (Predictive or In-Process) 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 Reporting Period or (KSM or CM)) Dates						
1	Percent of student body attending The Zone >30 days	Key Strategic Measure	June 2021				
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 2021				
3	Percent of Secondary student body enrolled in an activity	Key Strategic Measure	June 2021				
4	Program Evaluation Results	Key Strategic Measure	June 2021				
5	Percent of attendance increase	Key Strategic Measure	June 2021				
6	Student satisfaction rating	Campus Measure	June 2021				
7	Percent of students enrolled in post-secondary education	Key Strategic Measure	August 2021				

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 NCLB 5 TEC	Assistant Superintendent 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 2020- May 2021	Local Funds
3	Provide counseling support services for students at-risk of dropping out of school.	NCLB1	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 Principals	August 2020-May 2021	Local Funds
6	Provide STAAR & EOC intensive intervention instruction	SSI NCLB	Principals Teachers	August 2020-August 2021	Local Funds Title I SCE Funds

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
7	Provide Pregnancy Related Services	SW 9,10 NCLB 5	Asst. Principal Counselor Principals Nurse	August 2020-August 2021	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 Principals MAP Director	June 2020-July 2021	SCE Funds Local Funds
9	Implement Rtl systems at all campuses to ensure students receive targeted academic interventions.		Principals	August 2020-May 2021	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 2020-May 2021	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 2020-May 2021	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 2020-August 2021	Local Funds Title I, Part A Title II SCE Special Education Funds Parker County Co-op
13	Provide differentiated curriculum for GT students, as well as training for staff.		Assistant Superintendent Principals Teachers	June 2020-August 2021	Local Funds GT Funds Title II

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
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 2020-August 2021	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 2020-May 2021	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 2020-May 2021	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 2021	Director of Technology Instructional Support Specialist Principals	
2	DMAC training	Assistant Superintendent Principals Teachers	May 2021	Assistant Superintendent Director of Technology Principals	
3	Intentional Recruitment and Planning for Afterschool Programs	Zone staff	August 2021	Zone Director	
4	TEKS Resource System Training	Assistant Superintendent Principals Teachers	May 2021	Assistant Superintendent 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 Instructional Support Specialist	

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)			
Evidence			
1 Forms completed for Pregnancy Related Services fo each student receiving services	May 2021		
2 Documentation of number of students enrolled in the Credit Recovery Program	June 2021		
3 Number of students failing at each 6 weeks.	Each Six weeks		
4 The Zone tutorial activities on calendar	January& June 2021		
5 STAAR/EOC tutorials enrolling students	Spring Semester		

	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 2021		
2	Number of students enrolled in Credit Recovery Program	In-Process	June 2021		
3	Number of students failing courses at semester	In-Process	January 2021/June 2021		
4	Number of students enrolled in The Zone tutorials	In-Process	June 2021		
5	Number of students attending STAAR/EOC Tutorials	In-Process	June 2021		

	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 Reporting Perio (KSM or CM)) Dates				
1	Number of students recovering 100% of hours for graduation/promotion	Key Strategic Measure	June 2021		
2	Decrease in number of students failing at the end of each semester	Campus Measure	January/June 2021		
3	Percent of students enrolled in The Zone tutorials passing at Semester	Campus Measure	January/June 2021		
4	Percent of students enrolled in interventions, passing STAAR/EOC tests	Key Strategic Measure	June 2021		
5	Percent of students retained	Key Strategic Measure	June 2021		
6	High School Completion Rate	Key Strategic Measure	June 2021		
7	Percent of at-risk students passing STAAR/EOC	Key Strategic Measure	June 2021		

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 2020	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 High SchoolAllotment
4	Register teachers for College Board Training		Assistant Superintendent Principals	March 2021	Local Funds Title II
5	Create Honors Program course syllabi and submit to College Board		Superintendent Principals Teachers	Summer 2020	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		Counselor	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 2021	Assistant Superintendent Principals
2	Hold program Implementation meetings	Principal Teachers Counselor	May 2021	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 2021		
2	Training completed by all teachers who will have Honors classes	August 2020		
3	Honors teachers submit course syllabus to College Board	October 2020		
4	Students registered for Honors Program courses for the year	June 2020		
5	Documented course sequence plan, including math path to Algebra I in 8th grade	June 2020		

	Lead Indicators (In-Process or Predictive Formative Measures)				
MeasureMeasure TypeReporting Per(Predictive or In-Process)Dates					
1	Number of students enrolled in Honors Program courses	In-Process	April 2021		
2	Number of parents attending orientation meetings	In-Process	April 2021		

	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 Reporting Period (KSM or CM)) Dates					
1	Number of students enrolled in Honors courses	Campus Measure	August 2020			
2	Number of students who finish Honors courses	Campus Measure	May 2021			
3	Number of teachers who attend Honors Training	Campus Measure	August 2020			
4	Percentage of students making a qualifying score on Honors exam by content area	Campus Measure	July 2020			
5	Enrollment in Post Secondary training, education, military	Key Strategic Measure	May 2021			
6	College Ready Graduates	Key Strategic Measure	May 2021			

District:	Millsap ISD
District Goal 1 Millsap ISD will focus on student success by providing premier educational, academic and co-curricular programs (Teach 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 TIP Grant

	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 Prinicpals	Ongoing	Local Funds IMA 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 20201			
2	Purchase orders from trainings and technological tools	May 2021			
3	Online postings	May 2021			
4	Use of Thinking Maps	May 2021			
5	One digital device per student	May 2021			

	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 2020-May 2021			
2	Increased student attendance	In-Process	August 2020-May 2021			

	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 Reporting (KSM or CM)) Dat					
1	Increased percentage of students meeting Meets and Masters on STAAR	Key Strategic Measure	May 2021		
2	Decrease in number of students retained	Campus Measure	May 2021		

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			
	mentation Indicators eing 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:	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 MCLB3	Superintendent Principals	March 2021-August 2021	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 TIP Grant
3	Annually review district and campus needs assessments to update professional development plan	SW 3,4 NCLB 3	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)
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.		Superintendent Assistant Superintendent Principals Teachers	August 2020-May 2021	Local Funds
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	SW 3, 4, 5	Superintendent Assistant Superintendent Principals	May 2020-July 2021	Local Funds Title II
7	Positively utilize TTESS and TPESS to ensure professional staff growth, student-led instruction, and differentiation for student needs		Superintendent Assistant Superintendent Principals Assistant Principals	August 2020-May 2021	Local Funds
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.		Superintendent Assistant Superintendent Principals	August 2020-May 2021	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 2020	Assistant Superintendent Principals	
2	State certification training	Administration	August 2020	Assistant Superintendent	
3	TTESS and TPESS training	Administration All Staff	August 2020	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 2021			
2	Completed procedures for hiring	March 2021			
3	Completed professional development plan	August 2021			
4	Information gained in research of retention plan	April 2021			
5	TTESS and TPESS sign-in sheets and personal documentation	June 2021			

	Lead Indicators (In-Process or Predictive Formative Measures)				
	MeasureMeasure TypeReporting Period(Predictive or In-Process)Dates				
1	Teacher pay raise	Predictive	August 2020		
2	Number of certified teachers on staff	Predictive	October 2020		
3	Number of professional development opportunities provided by district	In-Process	Each semester		
4	Increased student success in all areas	Predictive	July 2020		
5	Number of teachers retained	Predictive	July 2020		

	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 Reporting Period (KSM or CM)) 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:	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 Instructional Support Specialist Director of Technology Principals	August 2020	Title II Local Funds
2	Evaluate and revise MISD Mentor Program Guidelines.	SW3	Superintendent Assistant Superintendent Instructional Support Specialist Principals	August 2020	Local Funds
3	Identify and assign campus mentors for new teachers.	NCLB 3	Superintendent Assistant Superintendent Principals	July 2020	Title II Local Funds
4	Meet with new teachers throughout year to discuss needs and problem solve.		Assistant Superintendent Instructional Support Specialist Principals Mentors	Ongoing	Local Funds Title II
5	Feedback, through a classroom walkthrough process, will be provided to all teachers regarding areas of success and need.		Principals	Ongoing	Local Funds

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6	New experienced teachers will be provided Fundamental Five and Harry Wong training.		Assistant Superintendent Instructional Support Specialist Principals	August 2020 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 2020 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 2020 & Ongoing	Assistant Superintendent Principal Teachers	
2	Coaching and Mentoring Training	Administrators	Ongoing	Assistant Superintendent Principal	
3	Teach Like a Champion Training	Teachers	August 2020 & 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 2020			
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)					
	MeasureMeasure TypeReporting PeriodMeasure(KSM or CM))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 2021			

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 Curriclulm 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 TIP Grant
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 TIP Grant
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 2020	Local Funds Title II SCE Funds GT Funds

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
5	Provide training on "The Fundamental Five" for all newly hired experienced instructional staff.	SW 6	Assistant Superintendent Principals	August 2020	Title II Local Funds
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 2020 and ongoing throughout the year	Title II Local Funds

	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 2020	Principals Teachers	
3	CTE training	Assistant Superintendent Principal Teachers	Ongoing	Assistant Superintendent Principal Teachers	
4	Training as available	Assistant Superintendent Instructional Support Specialist Principals Teachers	Ongoing	Assistant Superintendent 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 2021		
2	Number of teachers Honors training.	July 2021		
3	Number of CTE certifications available and successfully passed	July 2021		
4	Documentation completed by mentor and mentee teachers.	June 2021		

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	

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)				
Weasure			Reporting Period or Dates	
1	Increase in student achievement on STAAR/EOC for all student groups	Key Strategic Measure	July 2021	
2	Increase student achievement on STAAR/EOC on Masters Performance	Key Strategic Measure	July 2021	

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

Evidence	Date of Expected Completion

Lead Indicators (In-Process or Predictive Formative Measures)	s)			
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:	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 NCLB 4	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 tha includes: addressing the needs of students including counseling, social emotional and mental health	t	Superintendent Assistant Superintendent Instructional Support Specialist Principals	September 2020- August 2021	Local Budget Safety Allotment

	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 2021	Principals Superintendent Asst Superintendent	
2	Departmental safety training	Custodial Department Maintenance Department Food Service	August 2021	Dept Directors	
3	Bullying prevention and reporting information.	Teachers Students	May 2021	Principals	
4	Child abuse training	All staff	May 2021	Superintendent Principals Department Heads	
5	Trauma Informed Care	All Staff	May 2021	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 2021		
2	Completed and updated policy and procedures for teen dating violence, drug & alcohol awareness.	Annually		
3	Completed departmental trainings.	December 2020		
4	Safety training completed regarding reporting requirements and options with bullying.	May 2021		
5	Trauma Informed Care	December 2020		

	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:	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)	NCLB 4	DEIC Superintendent Assistant Superintendent Principals	August 2020	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 2020 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 2020	Local

	Professional Development Needed for Implementation of Action Plan				
Description of Content/Training Audience Date				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			
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 2021		

	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:	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)
 Provide SRO officer for campuses with the following duties, including the following: 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: 		Superintendent Principals	Ongoing	Local Budget
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				
 Traffic safety 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 				
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	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
2	Maintain/update security and safety measures including cybersecurity	SW 7	Superintendent Principals Directors	Ongoing	Local Budget
3	Update Safey and Security Plans		Superintendent Principals Assistant Principals	August 2020	Staff
4	Review and train all staff on district and campus safety plans and procedures.		Superintendent Principals Directors	August 2020	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 2020	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 2020	Principals		
2	Emergency Operations Plan in each department	All staff	October 2020	Department Directors		
3	Cyber security plan	All Staff	October 2020	Technology Director		
4	Guardian Training	Guardians	May 2021	Superintendent		

	Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)				
	Evidence	Date of Expected Completion			
1	Number of completed trainings	May 2021			
2	Drills completed	May 2021			
3	Fire Marshal review completed	August 2021			
4	Emergency Operations Plan	August 2021			
5	Cyber Security plan	October 2021			
6	Guardian Program in place	August 2021			

	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 2021		
2	Guardian Program in place	In-Process	June 2021		

	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 2020- May 2021		
2	Guardian Training hours completed	Key Strategic Measure	July 2020-May 2021		

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	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 Me (Summative Measures that reflect the effectiveness of the plan at				

MeasureMeasure TypeReporting Period or
(KSM or CM))Dates

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 Expe			
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	Monthy
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)			
	MeasureMeasure TypeReporting Period of (KSM or CM))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:	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 E		
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)			
	MeasureMeasure TypeReporting Period(Predictive or In-Process)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:	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 2020 January 2021, June 2021	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 2020 January 2021, June 2021	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	July 2020-August 2021	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)		
		Date of Expected Completion
1	Resources allocated to areas of highest needs	July 2021
2	Completion of comprehensive needs assessment at district and campus level	July 2021
3	Survey of Needs developed and implemented.	June 2021

	Lead Indicators (In-Process or Predictive Formative Measures)				
	MeasureMeasure TypeReporting Period ofMeasure(Predictive or In-Process)Dates				
1	Comprehensive needs assessment attached to district/campus plans	In-Process	July 2021		
2	Surveys completed	In-Process	June 2021		
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)				
	MeasureMeasure TypeReporting Period o(KSM or CM))Dates				
1	Customer satisfaction Campus level	Key Strategic Measure	July 2021		
2	Student success on state assessment	Key Strategic Measure	June 2021		
3	Strategic Plan executed	Key Strategic Measure	Ongoing		

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 (C (Summative Measures that reflect the effectiveness of the plan at the comple		
Measure	Measure Type (KSM or CM))	Reporting Period or

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 NCLB 5	Superintendent Principals Teachers Technology Director	Ongoing	Local Budget
4	Provide incentives for student and staff attendance		Superintendent Asst Superintendent 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				
1 Homebound students being served	May 2021			
2 Increase in number of students attending school.	May 2021			
3 Decrease in number of discipline referrals	May 2021			

	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 2021		
2	Decrease in number of behavioral discipline referrals	In-Process	May 2021		
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 Reporting Perio (KSM or CM)) Dates					
1	Student satisfaction rating	Key Strategic Measure	June 2021			
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 2021			
4	Increase in student and staff attendance	Key Strategic Measure	Each 6 Weeks			

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 NCLB 4 SW 6	Superintendent Assistant Superintendent DEIC	May 2021	Local Title I Part A
2	Survey parents for level of satisfaction on campuses, district and programs.	NCLB 6	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 2020-May 2021	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) Respon						
1	ESSA Parent Involvement Policy and Parent Compact training	Principals	July 2020	Assistant Superintendent		
2	Social Media and Digital Sign training	Principals Staff	August 2020	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 2021			
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:	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 2021	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) Responsi								
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 2021					
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 2021					
2	The Zone Participation Reports	Key Strategic Measure	Semester					
3	Survey of The Zone Parent Satisfaction	Key Strategic Measure	May 2021					

STAAR Data Area of Focus: Mathematics

				2016-17 Math	ematics STAAI	R Results					
Student Group											
	Grade Level # Students Tested		nts Tested Scale Jid Not Meet Score # %		Approaches # %		Meets # %		Masters # %		
	3	86	1507	16	19	70	81	46	53	28	33
All Students	4	83	1545	23	28	60	72	32	39	13	16
All Students	5	62	1574	18	29	44	71	19	31	7	11
	6	69	1647	12	17	57	83	31	45	11	16
	7	68	1728	11	16	57	84	48	71	19	28
	8	64									
Student Group											
	Grade Level	# Students Tested	Average	Did No	ot Meet	Appro	oaches	M	eets	Mas	ters
	Grade Level	# Students Tested	Average Scale Score	Did No	ot Meet %	Appro	oaches %	M	eets %	Mas #	iters %
	Grade Level	# Students Tested	Scale								
All Students			Scale Score	#	%	#	%	#	%	#	%
All Students	3	68	Scale Score 1439	# 20	% 29	# 48	% 71	# 24	% 35	# 9	% 13
All Students	3	68 86	Scale Score 1439 1526	# 20 21	% 29 24	# 48 65	% 71 76	# 24 29	% 35 34	# 9 8	% 13 9
All Students	3 4 5	68 86 84	Scale Score 1439 1526 1567	# 20 21 23	% 29 24 27	# 48 65 61	% 71 76 73	# 24 29 29	% 35 34 35	# 9 8 8	% 13 9 10
All Students	3 4 5 6	68 86 84 67	Scale Score 1439 1526 1567 1654	# 20 21 23 15	% 29 24 27 22	# 48 65 61 52	% 71 76 73 78	# 24 29 29 34	% 35 34 35 51	# 9 8 8 13	% 13 9 10 19
All Students	3 4 5 6 7	68 86 84 67 61	Scale Score 1439 1526 1567 1654 1749	# 20 21 23 15 4 1	% 29 24 27 22 7	# 48 65 61 52 57 61	% 71 76 73 78 93	# 24 29 29 34 41	% 35 34 35 51 67	# 9 8 8 13 25	% 13 9 10 19 41

			Average	Did No	t Meet	Appro	oaches	M	eets	Mas	sters
	Grade Level	# Students Tested	Scale Score	#	%	#	%	#	%	#	%
	3	80	1480	16	20	64	80	41	51	20	25
All Students	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
				2016-17 Math	ematics STAAF	R Results					
Student Group											
	Grade Level # Students Tested		Average Did Not Meet Scale		t Meet	Approaches		Meets		Masters	
			Score	#	%	#	%	#	%	#	%
	3	16	1474	6	38	10	63	7	44	5	31
Hispanic/ Latino	4	11	1537	5	45	6	55	6	55	2	18
Latino	5	10	1480	6	60	4	40	1	10	0	0
	6	7	1560	3	43	4	57	1	14	0	0
	7	10	1732	1	10	9	90	8	80	2	20
	8	7									
				2017-18 Math	ematics STAAF	R Results					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Approaches		M	eets	Masters	
Hispanic/			Score	#	%	#	%	#	%	#	%
Latino	3	12	1389	5	42	7	58	3	25	1	8
	4	17	1513	6	35	11	65	7	41	2	12
	5	11	1566	4	36	7	64	4	36	2	18

I											
-	6	7	1528	5	71	2	29	0	0	0	0
-	7	9	1697	1	11	8	89	5	56	3	33
	8	9	1787	0	0	9	100	8	89	3	33
				2018-19 Math	ematics STAA	Results					
Student Group											
	Grade Level	# Students Tested	Average Scale		Did Not Meet		Approaches		Meets		iters
-			Score	#	%	#	%	#	%	#	%
-	3	13	1460	3	23	10	77	6	46	2	15
Hispanic/ Latino	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
-	3	1									
-	4	0									
American Indian	5	0									
or Alaska Native	6	0									
-	7	0									
-	8	0									
-	3	0									
-	4	1									
-	5	0									
American Indian or Alaska Native											
-	6	0									
-	7	0									
	8	0									

	3	1					
	4	0					
American Indian	5	1					
or Alaska Native	6	0					
	7	0					
	8	0					
	5	0					
Asian	6	0					
	7	0					
		0					
	3	0					
	4	0	 				
Black or African	5	0					
American	6	0					
	7	0					
	8	0					
	3	1					
	4	0					
Black or African	5	0					
American	6	0					
	7	0					
	8	0					
	2						
	3	0					
Black or African	4	3					
American	5	0					
	6	1					
	7	0					

1-						-					
	8	2									
	5	0									
Native Hawaiian or Other Pacific	6	0									
Islander	7	0									
				2016-17 Math	ematics STAA	R Results	1	1	1	1	
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	M	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	3	67	1508	10	15	57	85	36	54	20	30
White	4	72	1547	18	25	54	75	26	36	11	15
	5	51	1592	12	24	39	76	18	35	7	14
	6	62	1657	9	15	53	85	30	48	11	18
	7	57	1726	10	18	47	82	39	68	16	28
	8	57									
				2017-18 Math	ematics STAA	R Results					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	M	eets	Mas	ters
		" Students resteu	Score	#	%	#	%	#	%	#	%
	3	51	1450	14	27	37	73	20	39	7	14
White	4	66	1522	15	23	51	77	20	30	4	6
	5	73	1568	19	26	54	74	25	34	6	8
	6	59	1666	10	17	49	83	33	56	12	20
	7	52	1758	3	6	49	94	36	69	22	42
	8	53	1771	1	2	52	98	40	75	12	23
				2018-19 Math	ematics STAA	R Results					

Student Group											
	Grade Level	# Students Tested	Average Scale		ot Meet		oaches	Me	eets	Mas	
-			Score	#	%	#	%	#	%	#	%
-	3	60	1485	12	20	48	80	31	52	17	28
White _	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
-	3	1									
-	4	0									
Two or More	5	1									
Races	6	0									
	7	1									
	8	0									
-	3	3									
-	4	1									
Two or More	5	0									
Races	6	1									
	7	0									
	8	0									
-	3	6	1437	1	17	5	83	3	50	0	0
Two or More	4	3									
Races	5	2									
-	6	0									

	7	1									
	8	0									
				2016-17 Math	ematics STAAI	R Results					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	3	30	1459	8	27	22	73	13	43	6	20
Economically	4	38	1537	11	29	27	71	15	39	6	16
Disadvantaged	5	27	1534	11	41	16	59	5	19	1	4
	6	38	1632	9	24	29	76	16	42	5	13
	7	36	1732	6	17	30	83	25	69	11	31
	8	27									
Student Group				2017-18 Math	ematics STAAI	R Results					
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
				-	35	12	65	5	25	2	10
	3	20	1391	7	55	13	00				
Economically	3	20 27	1391 1498	7	26	20	74	7	26	1	4
Economically Disadvantaged								7 10	26 29	1	4 9
	4	27	1498	7	26	20	74				
	4	27 34	1498 1549	7	26 35	20 22	74 65	10	29	3	9
	4 5 6	27 34 19	1498 1549 1586	7 12 8	26 35 42	20 22 11	74 65 58	10 5	29 26	3	9 5
	4 5 6 7	27 34 19 21	1498 1549 1586 1707 1767	7 12 8 3	26 35 42 14 0	20 22 11 18 23	74 65 58 86	10 5 12	29 26 57	3 1 6	9 5 29

	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	M	eets	Ma	sters
			Score	#	%	#	%	#	%	#	%
	3	37	1464	8	22	29	78	17	46	7	19
Economically	4	27	1568	4	15	23	85	10	37	6	22
Disadvantaged	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
-	3	2									
	4	1									
Limited English	5	2									
Proficient	6	3									
	7	0									
	8	1									
	3	3									
-	4	3									
Limited English	5	1									
Proficient	6	2									
	7	3									
-	8	0									
	3	1									
	4	2									
Limited English	5	3									
Proficient	6	0									
	7	2									
	8	3									

2016-17 Mathematics STAAR Results Student Group Did Not Meet Approaches Meets Masters Average Grade Level # Students Tested Scale % % Score # % # # # % Special Education Special Education Special Education 2016-17 Mathematics STAAR Results Student Group

	Grade Level	# Students Tested	Average Scale Score	Did No	t Meet %	Appro	aches %	Me #	eets %	Mas	ters %
At-Risk	5	23	1486	13	57	10	43	1	4	0	0
	6	5	1506	4	80	1	20	0	0	0	0
	7	6	1601	3	50	3	50	2	33	0	0

	2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale	Did Not Meet		Appro	oaches	Meets		Masters		
		Score	#	%	#	%	#	%	#	%	
All Students	81	3898	14	17	67	83	30	37	12	15	
Hispanic/ Latino	9	3838	1	11	8	89	2	22	0	0	
White	70	3905	13	19	57	81	27	39	12	17	
Economically Disadvantaged	32	3862	6	19	26	81	9	28	3	9	
Special Education	8	3367	7	88	1	13	0	0	0	0	
At-Risk	59	3785	13	22	46	78	14	24	3	5	

	2017-18 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale	Did Not Meet Approaches		Me	eets	Ma	sters				
		Score	#	%	#	%	#	%	#	%		
All Students	79	3972	12	15	67	85	42	53	15	19		
Hispanic/ Latino	10	3706	4	40	6	60	3	30	1	10		
White	68	4013	8	12	60	88	39	57	14	21		
Economically Disadvantaged	32	3923	5	16	27	84	15	47	5	16		
Special Education	12	3525	6	50	6	50	0	0	0	0		

	2018-19 Algebra I STAAR Results									
Student Group	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Masters	
		Score	#	%	#	%	#	%	#	%

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

STAAR Data Area of Focus: Science

				2016-17	Science STAA	AR Results					
Student Group	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	M	eets	Ma	sters
			Score	#	%	#	%	#	%	#	%
	5	62	3885	14	23	48	77	29	47	7	11
All Students	8	68									
Hispanic/	5	10	3672	5	50	5	50	4	40	0	0
Latino	8	7									
American Indian or	5	0									
Alaska Native	8	0									
Asian	5	0									
Black or African	5	0									
American	8	0									
Native Hawaiian or Other Pacific Islander	5	0									
	5	51	3914	9	18	42	82	24	47	6	12
White	8	61									
_	5	1									
Two or More Races	8	0									
Economically	5	27	3783	8	30	19	70	10	37	3	11
Disadvantaged	8	30									
Limited English	5	2									
Proficient	8	1									
Special Education	5	4									
At-Risk	5	23	3535	12	52	11	48	1	4	0	0

	2017-18 Science STAAR Results	
Campus Improvement Plan	82 of 106	11/18/20

Student Group	Grade Level	# Students Tested Scale		Did Not Meet		Appro	oaches	Meets		Masters	
			Score	#	%	#	%	#	%	#	%
	5	85	3817	24	28	61	72	36	42	8	9
All Students	8	67	3784	22	33	45	67	20	30	8	12
Hispanic/	5	11	3783	3	27	8	73	7	64	0	0
Latino	8	9	3755	4	44	5	56	2	22	2	22
American Indian or	5	0									
Alaska Native	8	0									
Black or African	5	0									
American	8	0									
	5	74	3822	21	28	53	72	29	39	8	11
White	8	58	3789	18	31	40	69	18	31	6	10
	5	0									
Two or More Races	8	0									
Economically	5	33	3806	9	27	24	73	14	42	4	12
Disadvantaged	8	24	3862	9	38	15	63	9	38	6	25
Limited English	5	1									
Proficient	8	0									
	5	7	3482	4	57	3	43	2	29	0	0
Special Education	8	9	3444	7	78	2	22	0	0	0	0

				2018-19	Science STAA	R Results					
Student Group	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	5	90	3982	15	17	75	83	47	52	19	21
All Students	8	64	3906	9	14	55	86	28	44	9	14
Hispanic/	5	17	4070	2	12	15	88	10	59	3	18
Latino	8	8	3510	4	50	4	50	2	25	0	0

American Indian or	5	1									
Alaska Native	8	0									
Black or African	5	0									
American	8	2									
	5	69	3931	13	19	56	81	33	48	13	19
White	8	54	3968	5	9	49	91	26	48	9	17
T	5	2									
Two or More Races	8	0									
Economically	5	40	3844	7	18	33	83	14	35	5	13
Disadvantaged	8	24	3719	8	33	16	67	9	38	4	17
Limited English	5	3									
Proficient	8	3									
	5	8	3790	3	38	5	63	2	25	1	13
Special Education	8	4									

			2016-17	Biology STAA	R Results					
Student Group	# Students Tested	Average Scale	Did Not Meet		Approaches		Meets		Masters	
		Score	#	%	#	%	#	%	#	%
All Students	80	4077	11	14	69	86	39	49	14	18
Hispanic/ Latino	8	4144	1	13	7	88	5	63	3	38
White	68	4056	9	13	59	87	32	47	9	13
Economically Disadvantaged	39	4110	5	13	34	87	19	49	8	21
At-Risk	51	3891	9	18	42	82	16	31	3	6

			2017-18	Biology STAA	R Results					
Student Group	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	sters
		Score	#	%	#	%	#	%	#	%
All Students	62	3952	6	10	56	90	29	47	3	5
Hispanic/ Latino	9	3786	2	22	7	78	2	22	0	0
White	52	3985	4	8	48	92	27	52	3	6
Economically Disadvantaged	12	3900	2	17	10	83	4	33	0	0
Special Education	5	3586	2	40	3	60	0	0	0	0

			2018-19	Biology STAA	R Results								
Student Group													
		Score	#	%	#	%	#	%	#	%			
All Students	64	4103	9	14	55	86	37	58	12	19			
Hispanic/	Hispanic/ 8 4130 0 0 8 100 3 38 2 25												

Latino										
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

STAAR Data Area of Focus: Reading/English Language Arts

				2016-17 Re	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did No	ot Meet %	Appro	oaches %	М(#	eets %	Mas #	iters %
	3	86	1456	18	21	68	79	43	50	23	27
All Students	4	83	1484	33	40	50	60	29	35	16	19
An Students	5	62	1562	15	24	47	76	29	47	16	26
	6	69	1558	23	33	46	67	22	32	7	10
	7	68	1626	17	25	51	75	25	37	8	12
	8	68									
Student Group											
Student Group	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	paches	M	eets	Mas	iters
Student Group	Grade Level	# Students Tested	Average Scale Score	Did No	ot Meet %	Appro #	paches %		eets %	Mas #	iters %
Student Group	Grade Level	# Students Tested	Scale								
			Scale Score	#	%	#	%	#	%	#	%
Student Group	3	68	Scale Score 1404	# 22	% 32	# 46	% 68	# 21	% 31	# 9	% 13
	3	68 86	Scale Score 1404 1492	# 22 25	% 32 29	# 46 61	% 68 71	# 21 28	% 31 33	# 9 9	% 13 10
	3 4 5	68 86 84	Scale Score 1404 1492 1550	# 22 25 15	% 32 29 18	# 46 61 69	% 68 71 82	# 21 28 35	% 31 33 42	# 9 9 11	% 13 10 13
	3 4 5 6	68 86 84 67	Scale Score 1404 1492 1550 1571	# 22 25 15 24	% 32 29 18 36	# 46 61 69 43	% 68 71 82 64	# 21 28 35 20	% 31 33 42 30	# 9 9 11 11	% 13 10 13 16
	3 4 5 6 7	68 86 84 67 61	Scale Score 1404 1492 1550 1571 1663	# 22 25 15 24 16 16	% 32 29 18 36 26	# 46 61 69 43 45 51	% 68 71 82 64 74	# 21 28 35 20 31	% 31 33 42 30 51	# 9 9 11 11 15	% 13 10 13 16 25

	Grade Level	# Students Tested	Average Scale	Did No	t Meet		oaches	Me	eets		ters
			Score	#	%	#	%	#	%	#	%
	3	80	1476	12	15	68	85	42	53	26	33
All Students	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
				2016-17 Rea	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	3	16	1417	4	25	12	75	9	56	4	25
Hispanic/	4	11	1499	4	36	7	64	5	45	3	27
Latino	5	10	1492	4	40	6	60	2	20	1	10
	6	7	1488	4	57	3	43	0	0	0	0
	7	10	1643	1	10	9	90	3	30	1	10
	8	7									
				2017-18 Rea	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	aches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
Hispanic/ Latino	3	12	1353	5	42	7	58	2	17	0	0
	4	17	1481	4	24	13	76	7	41	1	6
	5	11	1536	4	36	7	64	6	55	2	18

I -		1		1	1	1	T	1	I	1	1
-	6	7	1518	3	43	4	57	2	29	0	0
-	7	9	1603	3	33	6	67	3	33	2	22
	8	9	1671	2	22	7	78	3	33	1	11
				2018-19 Re	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	eets	Mas	sters
		# Students Tested	Score	#	%	#	%	#	%	#	%
	3	13	1419	4	31	9	69	4	31	3	23
Hispanic/	4	14	1462	6	43	8	57	4	29	3	21
Latino	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
-	3	1									
-	4	0									
- American Indian	5	0									
or Alaska Native	6	0									
-	7	0									
-	8	0									
	3	0									
-	4	1									
- American Indian	5	0									
or Alaska Native	6	0									
-	7	0									
-	8	0									

	3	1					
	4	0					
American Indian	5	1					
or Alaska Native	6	0					
	7	0					
	8	0					
	5	0					
Asian	6	0					
	7	0					
		0					
	3	0					
	4	0	 				
Black or African	5	0					
American	6	0					
	7	0					
	8	0					
	3	1					
	4	0					
Black or African	5	0					
American	6	0					
	7	0					
	8	0					
	2						
	3	0					
Black or African	4	3					
American	5	0		 			
	6	1					
	7	0					

	8	2									
Netive Herreiter	5	0									
Native Hawaiian or Other Pacific	6	0									
Islander	7	0									
·				2016-17 Re	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	м	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	3	67	1463	14	21	53	79	32	48	18	27
White	4	72	1481	29	40	43	60	24	33	13	18
	5	51	1573	11	22	40	78	26	51	14	27
	6	62	1566	19	31	43	69	22	35	7	11
	7	57	1621	16	28	41	72	21	37	6	11
	8	61									
				2017-18 Rea	ading STAAR R	esults					
Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	м	eets	Mas	ters
		# Students Tested	Score	#	%	#	%	#	%	#	%
	3	51	1414	15	29	36	71	17	33	8	16
White	4	66	1493	20	30	46	70	20	30	7	11
	5	73	1552	11	15	62	85	29	40	9	12
	6	59	1573	21	36	38	64	17	29	10	17
	7	52	1674	13	25	39	75	28	54	13	25
	8	58	1661	14	24	44	76	24	41	4	7
				2018-19 Rea	ading STAAR R	esults					

Student Group											
	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
	3	60	1480	6	10	54	90	33	55	19	32
White	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
-	3	1									
	4	0									
Two or More	5	1									
Races	6	0									
	7	1									
	8	0									
-	3	3									
	4	1									
Two or More	5	0									
Races	6	1									
	7	0									
	8	0									
	3	6	1492	2	33	4	67	4	67	3	50
Two or More	4	3									
Races	5	2									
-	6	0									

	7	1 0									
				2016-17 Re	ading STAAR F	lesults					I
Student Group											
			Average	Did No	t Meet	Appro	oaches	м	eets	Ma	sters
	Grade Level	# Students Tested	Scale Score	#	%	#	%	#	%	#	%
	3	30	1416	10	33	20	67	12	40	5	17
Economically	4	38	1466	17	45	21	55	11	29	7	18
Disadvantaged	5	27	1513	8	30	19	70	9	33	3	11
	6	38	1531	15	39	23	61	10	26	3	8
	7	36	1621	10	28	26	72	12	33	6	17
	8	27									
Student Group				2017-18 Re	ading STAAR F	esults					
	Grade Level		Average	Did No	t Meet	Appro	oaches	M	eets	Ma	sters
	Grade Level	# Students Tested	Scale Score	#	%	#	%	#	%	#	%
	3	20	1365	8	40	12	60	3	15	2	10
Economically	4	27	1461	11	41	16	59	6	22	1	4
Disadvantaged	5	34	1526	10	29	24	71	10	29	5	15
I.	6	19	1513	10	53	9	47	5	26	1	5
		21	1602	7	33	14	67	8	38	0	0
	7					19	76	10	40	2	8
	7	25	1643	6	24	19	70		40	<u> </u>	0
			1643	1	24 ading STAAR F	1	70		40	2	0

	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	M	eets	Mas	sters
		" Statents restea	Score	#	%	#	%	#	%	#	%
	3	37	1440	8	22	29	78	17	46	10	27
Economically	4	27	1445	12	44	15	56	8	30	3	11
Disadvantaged	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
	3	2									
	4	1									
Limited English	5	2									
Proficient	6	3									
	7	0									
	8	1									
	3	3									
	4	3									
Limited English	5	1									
Proficient	6	2									
	7	3									
	8	0									
	3	1									
	4	2									1
Limited English	5	3									
Proficient	6	0									
	7	2									
	8	3									

				2016-17 Re	ading STAAR F	tesults					
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did No	rt Meet %	Appro	oaches %	M	eets %	Ma:	sters %
-	3	2									
Special Education	4	5	1326	4	80	1	20	0	0	0	0
	5	3									
	6	5	1421	4	80	1	20	0	0	0	0
	7	8	1518	5	63	3	38	0	0	0	0
	8	10									
	3	5	1275	4	80	1	20	0	0	0	0
	4	6	1457	4	67	2	33	1	17	1	17
Special Education	5	6	1390	5	83	1	17	0	0	0	0
Special Education	6	7	1394	7	100	0	0	0	0	0	0
	7	4									
	8	9	1568	5	56	4	44	0	0	0	0
	3	7	1348	4	57	3	43	0	0	0	0
-	4	6	1325	5	83	1	17	0	0	0	0
Special Education	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									
				2016-17 Rea	ading STAAR F	lesults					
Student Group											

	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	M	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
At-Risk	5	23	1472	12	52	11	48	4	17	1	4
	6	5	1410	4	80	1	20	0	0	0	0
	7	6	1535	3	50	3	50	0	0	0	0

			2016-17	English I STA	AR Results					
Student Group	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	eets	Mas	ters
		Score	#	%	#	%	#	%	#	%
All Students	100	3962	37	37	63	63	41	41	9	9
Hispanic/ Latino	16	3662	8	50	8	50	3	19	0	0
White	79	3992	28	35	51	65	34	43	7	9
Economically Disadvantaged	43	3874	19	44	24	56	14	33	4	9
Special Education	11	3299	11	100	0	0	0	0	0	0
At-Risk	70	3756	32	46	38	54	18	26	0	0

			2017-18	English I STAA	AR Results		-			
Student Group	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
		Score	#	%	#	%	#	%	#	%
All Students	93	3923	39	42	54	58	37	40	5	5
Hispanic/ Latino	12	3874	4	33	8	67	5	42	0	0
White	80	3936	34	43	46	58	32	40	5	6
Economically Disadvantaged	32	3844	17	53	15	47	10	31	1	3

Special Education	13	3516	12	92	1	8	0	0	0	0

		-	2018-19	English I STAA	AR Results					
Student Group	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	ets	Mas	ters
		Score	#	%	#	%	#	%	#	%
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

			2016-17	English II STA	AR Results					
Student Group	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	ets	Mas	sters
		Score	#	%	#	%	#	%	#	%
All Students	94	3909	36	38	58	62	36	38	3	3
Hispanic/ Latino	10	3696	5	50	5	50	3	30	0	0
White	80	3960	28	35	52	65	33	41	3	4
Economically Disadvantaged	44	3856	19	43	25	57	16	36	1	2
Special Education	9	3321	8	89	1	11	1	11	0	0
At-Risk	64	3786	28	44	36	56	18	28	1	2

			2017-18	English II STA	AR Results				-	
Student Group	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Ma	sters
		Score	#	%	#	%	#	%	#	%
All Students	82	3988	24	29	58	71	46	56	6	7
Hispanic/ Latino	12	3842	5	42	7	58	4	33	0	0
White	68	4004	19	28	49	72	40	59	6	9
Economically Disadvantaged	26	3921	9	35	17	65	11	42	2	8
Special Education	7	3239	7	100	0	0	0	0	0	0

			2018-19	English II STA	AR Results					
Student Group			Did No	Did Not Meet		Approaches		eets	Masters	
		Score	#	%	#	%	#	%	#	%

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

STAAR Data Area of Focus: Social Studies

	-			2016-17 Sc	ocial Studies ST	AAR Results					
Student Group	Grade Level	# Students Tested	Average Scale	Did N	ot Meet	Appro	oaches	Me	eets	Masters	
			Score	#	%	#	%	#	%	#	%
All Students	8	67									
Hispanic/ Latino	8	7									
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	60									
Two or More Races	8	0									
Economically Disadvantaged	8	30									
Limited English Proficient	8	1									
Special Education	8	10									

				2017-18 So	cial Studies S	AAR Results		-			
Student Group	Grade Level	# Students Tested	Average Scale	Did No	t Meet	Appro	oaches	Me	eets	Mas	ters
			Score	#	%	#	%	#	%	#	%
All Students	8	67	3686	25	37	42	63	15	22	7	10
Hispanic/ Latino	8	9	3761	3	33	6	67	2	22	2	22
American Indian or Alaska Native	8	0									

Black or African American	8	0									
White	8	58	3674	22	38	36	62	13	22	5	9
Two or More Races	8	0									
Economically Disadvantaged	8	24	3744	10	42	14	58	7	29	6	25
Limited English Proficient	8	0									
Special Education	8	9	3370	7	78	2	22	0	0	0	0

				2018-19 So	cial Studies S	AAR Results					
Student Group	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appr	oaches	м	eets	Ma	sters
			Score	#	%	#	%	#	%	#	%
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									

			2016-17 U	.S. History ST/	AAR Results					
Student Group	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	eets	Mas	iters
	All Students 77	Score	#	%	#	%	#	%	#	%
All Students	77	4081	5	6	72	94	42	55	19	25
Hispanic/ Latino	6	4099	0	0	6	100	4	67	1	17
White	66	4093	5	8	61	92	36	55	17	26
Economically Disadvantaged	31	4070	3	10	28	90	17	55	8	26
At-Risk	48	3907	5	10	43	90	17	35	6	13

		-	2017-18 U	S. History ST	AAR Results					
Student Group	# Students Tested	Average Scale	Did Not Meet		Appro	oaches	Meets		Masters	
		Score	#	%	#	%	#	%	#	%
All Students	62	4132	4	6	58	94	36	58	16	26
Hispanic/ Latino	8	4017	1	13	7	88	3	38	2	25
White	51	4156	2	4	49	96	31	61	13	25
Economically Disadvantaged	25	4080	2	8	23	92	14	56	5	20

		_	2018-19 U	.S. History ST	AAR Results		-		-	
Student Group	# Students Tested	Average Scale	Did Not Meet Approaches Meets		eets	Masters				
		Score	#	%	#	%	#	%	#	%
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

STAAR Data Area of Focus: Writing

				2016-17	Writing STAA	R Results		1		Γ	
Student Group	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	Me	eets	Mas	sters
			Score	#	%	#	%	#	%	#	%
	4	82	3541	45	55	37	45	21	26	3	4
All Students	7	68	3785	27	40	41	60	27	40	10	15
Hispanic/	4	9	3732	5	56	4	44	3	33	1	11
Latino	7	10	3760	4	40	6	60	3	30	0	0
	4	0									
American Indian or Alaska Native	7	0									
	7	0									
Black or African	4	0									
	7	0									
American	7	0									
White	4	73	3518	40	55	33	45	18	25	2	3
white	7	57	3775	23	40	34	60	23	40	9	16
	4	0									
Two or More Races	7	1									
Economically	4	38	3523	22	58	16	42	11	29	1	3
Disadvantaged	7	36	3747	15	42	21	58	14	39	5	14
Limited English	4	1									
Proficient	7	0									
	4	5	2804	5	100	0	0	0	0	0	0
Special Education	7	8	3227	5	63	3	38	0	0	0	0
	7	6	3158	6	100	0	0	0	0	0	0

				2017-18	Writing STAA	R Results		1		1	
Student Group	Grade Level	# Students Tested	Average Scale	Did No	ot Meet	Appro	oaches	M	eets	Ma	sters
			Score	#	%	#	%	#	%	#	%
	4	86	3518	47	55	39	45	25	29	3	3
All Students	7	61	3883	18	30	43	70	26	43	9	15
Hispanic/	4	18	3440	10	56	8	44	7	39	0	0
Latino	7	9	3584	4	44	5	56	3	33	0	0
American Indian or	4	1									
Alaska Native	7	0									
Black or African	4	0									
American	7	0									
) A (b : t -	4	64	3540	35	55	29	45	17	27	3	5
White	7	52	3934	14	27	38	73	23	44	9	17
T	4	1									
Two or More Races	7	0									
Economically	4	27	3341	20	74	7	26	5	19	1	4
Disadvantaged	7	21	3556	10	48	11	52	5	24	1	5
Limited English	4	3									
Proficient	7	3									
	4	6	3061	5	83	1	17	1	17	0	0
Special Education	7	4									

				2018-19	Writing STAA	R Results		_		_	
Student Group	Grade Level # Stude	el # Students Tested	Average Scale Score	Did Not Meet		Appro	oaches	Meets		Masters	
				#	%	#	%	#	%	#	%
	4	66	3619	28	42	38	58	18	27	2	3
All Students	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

ESC REGION 11 IDENTIFICATION AND RECRUITMENT PLAN for Migrant Education Program (MEP)

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR DISTRICTS/CHARTERS I. TRAINING FOR REGION 11 DISTRICTS/CHARTERS	INDIVIDUALS RESPONSIBLE	TIMELINE
 A. (Optional) Register and complete online training: Hidden Figures: Understanding the Process for Identification and Recruitment (ID&R) training offered by ESC Region 11-No cost to your district/charter: Front office personnel, counselors, Anyone assisting with the enrollment process. 	Staff: Principal, Migrant Designee, Superintendent	By October 1
I. IDENTIFICATION & RECRUITMENT		
A. <u>Conduct ID&R:</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using by using the family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21)	Staff: Principal, Migrant Designee, Superintendent	By September 9
 B. Other: Family Surveys: Federal law requires that the state identify and recruit every eligible migratory student residing in Texas. The Texas Education Agency has assured the U.S. Department of Education that migratory students would be actively recruited year-round in every district in the state, including out of school youth (OSY). Call 817-740-7598 for Family Survey pick up. If no surveys have been sent to the ESC Region 11 by said date, we will deliver paper copies to be filled out by your students. We will then pick up 1 week after delivery of Family Surveys. 	Staff: Superintendent, Migrant Designee, Principal, ESC Region 11 Migrant Staff	By September 9
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR ESC REGION 11	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
 A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC</u> <u>Recruiters attend ID&R and NGS training offered by ESC – Designated</u> <u>SEA Reviewers.</u> COEs/ECOEs for new school year cannot be completed until training has occurred or as determined by TEA 	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
 D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children</i>: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children</i>: Contact families of currently eligible migrant students if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE. 	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.

E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
 F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. MGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers, NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families</u> . Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously- identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Other</u>		

VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input	Staff: All MEP staff	By June 30
from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R	Others: Local Migrant Parent	
plan for continuous improvement.	Advisory Council (PAC), etc.	
B. <u>Other</u>		

2016-2017 TEXAS MANUAL FOR IDENTIFICATION AND RECRUITMENT OF MIGRANT CHILDREN

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,	 Who have made a qualifying move within the previous 1-year period; AND 								
Ungraded (UG) or	 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. 								
Out of School (OS)									
Grades K-3	Who have made a qualifying move within the previous 1-year period; <u>AND</u>								
	 Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or 								
	 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: Millsap ISD	
Region:	

Priority for Service (PFS) Action Plan

Filled Out By: Edie Martin	
Date:	
November 17,2020	

School Year: 20 20 - 20 21

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).

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	 Objective(s): 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 2020-2021 school year, and assist the district with supplemental services when not provide 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.			
 Monthly, run NGS Priority for Service (PFS) reports to identify migrant 	September –	MEP Staff	NGS generated
children and youth who require priority access to MEP services.	May, on or		reports

 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. 	before the 15 th day of every month September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migran	t students.		
 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
 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
 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	1	1	
Technology Assistance, the use of Rosetta Stone	Sept - May	Campus Principal	Activity Log
Provide services to PFS migrant students.			
 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. 	SeptMay	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

 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,
 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			
Partnership with Peer Mentor	Sept - May	Campus Counselor	Meeting Log

Edie Martin lov 17, 2020 10:52 CST)

11-17-20

LEA Signature

Date Completed

ESC Signature

Date Received

Millsap ISD

Asynchronous Learning Plan 2020-2021



Submission to Texas Education Agency Revision September 24, 2020

INTRODUCTION

The Millsap ISD mission, vision, and values guide the district work. Therefore, even though the 2020-2021 school year brings unique challenges, the district is committed to continue the work set forth in alignment to the forementioned guiding principles.

Mission: The Mission of Millsap ISD is to INSPIRE, DEVELOP, and EDUCATE every student in a safe environment to be productive responsible citizens prepared for lifelong success.

Vision: Millsap ISD will partner with parents and community to be the PREMIER educational organization.

District Values:

- ✤ We value the development of the whole child.
- ♦ We value community/parental partnerships and mutual respect.
- We believe student success is our ultimate measure.
- ✤ We practice ethical behavior and personal integrity.

District will meet the demands of the current situation with the following goal and commitment.

District Goal: Millsap ISD will continue to develop the whole child through seamless learning experiences of excellence.

District Commitments:

- Millsap ISD values positive relationships with students, staff, and parents. Therefore, this plan reflects the commitment to stakeholder input, quality student services, and providing resources and supports for district employees.
- Millsap ISD values partnerships in learning. Therefore, this plan reflects a commitment to ongoing family support and two-way communication.
- Millsap ISD believes student success is our ultimate measure. Therefore, the district commits to continue to pursue the rigorous academic programs for all students regardless of the context of their learning environment.

DEVELOPMENT, DESIGN, AND DEPLOYMENT

Stakeholder Input: This plan reflects the direct work of over 100 stakeholders including students, staff, and parent representatives who used the comprehensive district survey data to guide decision making. Cycle I stakeholder input involved six distinct teams that provided district feedback concerning the spring of 2020. Solution development was constructed by the Cycle II teams that worked with the stakeholder feedback, state guidance, and district guiding principles to design a teaching and learning plan for 2020-2021. The Cycle III team will be responsible for implementing the plan with fidelity.

Plan Design: Millsap ISD Cycle II Solution Development teams made recommendations in the areas of learning environment, facilities for learning, student/staff safety and mental health, and parent/community engagement. The overall plan design represents these recommendations.

During 2020-2021, families may select between two distinct learning models. Both **In-Person Learning** and **At-Home Learning** will be available for students throughout the school year. See diagram below for similarities and differences of the learning options.

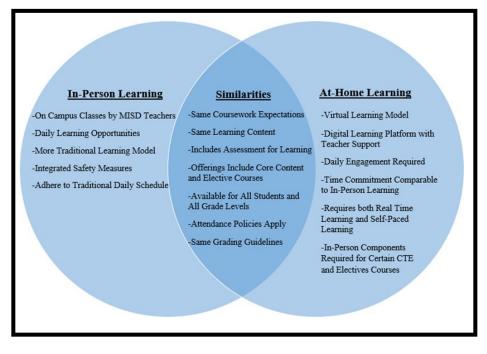


Figure A

Adaptability:

Millsap ISD believes these unique conditions requires an adaptable instructional learning plan to meet the needs of students, educators, and the community. The following are opportunities for customization and adaptability.

- Student Choice: Students may opt for a different learning model for a six weeks period. Once a student selects a specific learning model, the student will remain with that model throughout the entire six weeks. This targeted choice provides for customization while ensuring the instructional continuity needed for optimal learning.
- Seamless Transition: Millsap ISD is committed to a seamless education transition for students who choose to learn at home as well as for those that may be restricted to learn from their home environment due to unforeseen constraints. This model allows for easy transition from In-Person learning to At-Home learning for all students. Since the learning model expectations and tools are aligned, students who experience In-Person learning will also be trained in the learning expectations and tools they will use given they become an At-Home Learner unexpectedly during the school year.
- Career Technology Education (CTE) and Electives: Ensuring that the state mandated curriculum, Texas Essential Knowledge and Skills (TEKS), is taught with fidelity Millsap ISD reviewed the TEKS expectations for all courses. Due to the learning expectations of some standards, Millsap ISD is requiring At-Home Learners to attend some specific secondary CTE and elective courses in person. This requirement means some students who have selected the At-Home Learning Model will attend certain classes

in person. A published list of all courses that require an In-Person learning component was published prior to the start of school and can be found on the Millsap ISD website under *Back to School 2020*. If a student who has opted for At-Home learning will not be able to fulfil this In-Person component the student will be required to alter his/her schedule and select an alternate CTE or elective course that can be completed without an In-Person requirement.

Plan Development: The foundational learning models above, allow for quick, seamless transitions for individual and/or groups of students so they can seamlessly transition between the two models. In order to provide instructional continuity and quality services for students, Millsap ISD will adhere to instructional alignment and consistent systems for implementation. In order to ensure student academic growth, it is paramount that instructional fidelity is maintained.

Staff Deployment: The percent of students participating in each learning model will directly impact teacher and staff deployment. The foundational system for staff deployment an integrated model where teachers are responsible for both In-Person and At-Home learners. Depending on the percentage of learners in each model, teachers will be provided a scheduled time during the school day to dedicate to At-Home learners. The district understands the schedule may need to be adjusted throughout the year to align with the percent of students in each model.

To support staff, campuses were provided three options of how to best design the instructional day to accommodate the additional time teachers need to effectively serve both In-Person and At-Home learners. Campuses discussed these options and implemented what would best meet the campus specific need. Below are the outcomes.

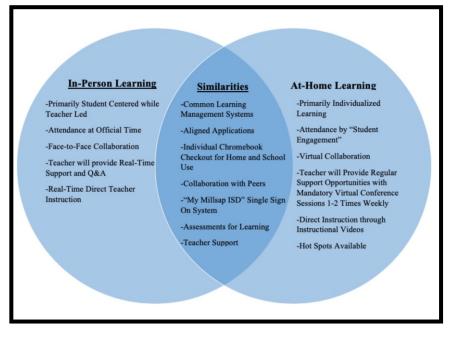
- MES All core content teachers have additional time, beyond the standard conference, during each school day to serve and support At-Home learners.
- MMS Every core content teacher has an extra period during the day to work with the Asynchronous learning students and tasks.
- MHS Allow all academically successful students to be released to Asynchronous Learning on Friday afternoons from 1:00 PM – 3:30 PM. Students who are not academically successful will stay on campus for tutorials.

INSTRUCTIONAL DELIVERY

To ensure student learning during this complex environment, Millsap ISD believes it is our moral duty to provide instructional resources and learning environments that ensure accessibility and equality for all students.

Instructional Techniques, Tools, and Technology:

Regardless of whether students select learning through the **In-Person Learning Model** or an **At-Home Learning Model**, Millsap ISD is committed to provide quality instructional techniques, tools, and technology that will advance the education of every student. See diagram below for tools that will support student learning needs.

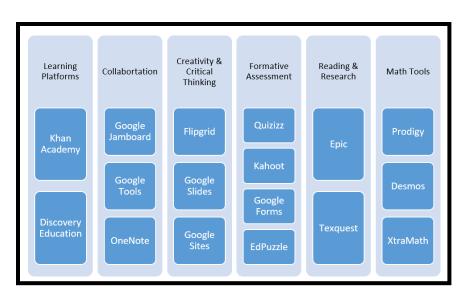




Instructional Supports, Accessibility, and Adaptability:

Instructional alignment is necessary to ensure every student, regardless of the instructional model selected, receives a high quality education. It is also necessary to adapt for individual needs. Below are some of the current measures that will ensure all grade levels and student needs are met regardless of the learning model selected.

- "My Millsap ISD" Single Sign On system: All Millsap ISD students have access to this new system which enables students to use one username and password which provides them easy access to all digital tools necessary for their coursework.
- Learning Management System: To promote instructional alignment and in preparation for unexpected school closures, Millsap ISD utilizes aligned Learning Management Systems, or digital platforms, for all students. Pre-K – 6th grade use Google Classroom and 7th – 12th grade use Canvas.
- Aligned Applications: To promote instructional alignment and in preparation for unexpected school closures, Millsap ISD supports aligned digital learning applications. These applications will include the following.





- Student Chromebook Checkout: Millsap ISD provided each student with a Chromebook that is taken home each night and used each day for student learning. To ensure each student has the best learning tool, Pre-K – 2nd grades were provided with touch-screen Chromebooks while 3rd– 12th grades received standard Chromebooks.
- Internet Access: The 20-21 learning platform is built on digital access. Although survey results show over 90% of students in Millsap ISD have access to internet, the district has overtly designed multiple paths to internet access.
 - MISD purchased hot spots which are distributed to families in need. Due to the rural location of our families, the district has secured services from both ATT and Verizon thus assuring students and families have access to learning remotely.
 - Additionally, the district has installed a community hot spot in the Millsap High School parking lot. Internet access in this location is accessible to any student, parent, or community member who needs internet access.
- Student Learning Conferences for At-Home Learning: Each learning model has inherent strengths and needs and while the At-Home Learning Model promotes safety, it reduces student-teacher and student-student interactions. To mitigate that concern, a component of the At-Home Learning Model will include mandatory *Student Learning Conferences* 1-2 times weekly per core content. This time will be dedicated to student-teacher and student-student interactions and be a time to discuss course content and learning.
- Alterations to Accommodate Learning Needs: While the MISD instructional learning plan ensures equality and services for all, specific alterations are put in place for campuses as needed to ensure student learning needs are met. Below are some examples.

- Student Learning Conferences are held twice a day for Pre-K At-Home learners. These students meet with their teacher in both the morning and afternoon. This allows more consistent support and each *Student Learning Conference* will be shorter thus accommodating the Pre-K students' attention span.
- Millsap High School's (MHS) instructional day runs on a modified block schedule. This schedule is unique to MHS. To accommodate this altered schedule, remote learners participate in *Student Learning Conferences* at the end of each class period. In other words, every time the class meets the virtual learners are participating in some manner.
- Virtual Office Hours At least weekly, teachers host Virtual Office Hours that are dedicated to the support of At-Home learners. Teachers during this time do not have In-Person learners and therefore are accessible for remote learners to speak directly with the teacher.
- Additional Campus Supports Given an At-Home learner is not being successful teacher and/or campus administer makes direct one-on-one student contact to promote student success. Most frequently this is accomplished through phone conversations but it may also involve home visits.
- Common Expectations For optimal student learning, students, staff, and parents must all abide the common learning expectations. These expectations have been shared with families and are posted on the MISD website for review. See figure D below.

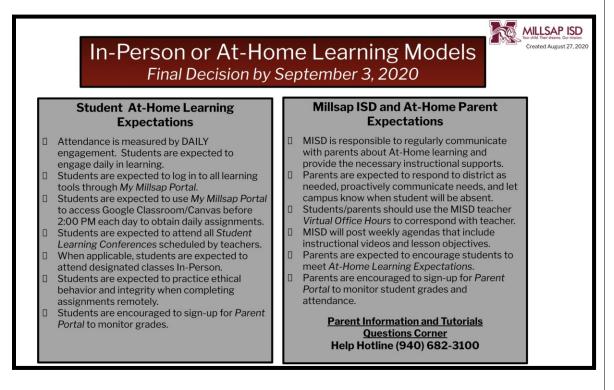


Figure D

LESSON PREPARATION

Millsap ISD campuses are committed to providing high quality instruction that is both vertically and horizontally aligned. Millsap ISD hosts three campuses which all house distinct campus grades. Therefore, campuses all have unique needs and individual instructional designs. Below is a summation of how the district is ensuring high quality instructional methods are utilized.

- To promote alignment, core content areas use the Scope and Sequence from TEKS Resource System (TRS).
- To promote high-quality instruction, staff use the Instructional Focus Document from TRS and plan lesson using formal and informal Professional Learning Communities.
- To ensure students' learning needs are met from the Spring of 2020, MISD uses the TRS Gap Tool to spiral in content from last spring to reduce the COVID-19 learning slide.
- Grade level/common content teachers share access to their LMS allowing them to view one another's lesson and instructional activities. This "open door" teaching enhances horizontal alignment and sharing.
- Certain grades at MISD only have one content teacher. This mitigates the horizontal alignment needs but it enhances the need to be vertically aligned. Staff are aware of this and overtly work together to enhance instruction.
- MES has an Instructional Coach for both Reading and Math. These coaches regularly work with grade level teams in planning and lesson design.

LESSON CONTINUITY & INSTRUCTIONAL SCHEDULE

Millsap ISD holds the same learning expectations for all students. Therefore, In-Person and At-Home learners have the same daily learning opportunity and engage in direct content work at the same rate. Below include explains of lesson continuity and instructional schedules.

- Student Learning Conference To promote student engagement, At-Home learners have Student Learning Conferences scheduled daily with each core content meeting 1-2 times weekly. Conference schedule is published on the MISD website. Sample is below.
- Virtual Office Hours Additionally, teachers will host Virtual Office Hours thus providing a designated time for individual assistance. Office hours at posted on the MISD website. Sample is below.

	e expected to be le student confei		•	•	
	e student come	ences can be lo	unu in their 600	gie classi oom.	Student
	art August 20, 20	20.			
		Tuesday	Wednesday	Thursday	Friday
	Monday 9:30-9:45	9:30-9:45 2:45-	9:30-9:45 2:45-	9:30-9:45 2:45-	Friday 9:30-9:45 2:45
Pre-K	2:45-3:00	3:00	3:00	3:00	3:00
Kinder	2:00-2:30	2:00-2:30	2:00-2:30	2:00-2:30	2:00-2:30
1 st Grade	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30
2 nd Grade	12:20-12:50	12:20-12:50	12:20-12:50	12:20-12:50	12:20-12:50
3 rd Grade	2:00-2:30	2:00-2:30	2:30-3:00	2:30-3:00	2:30-3:00
4 th Grade	10:20-10:50	10:20-10:50	10:20-10:50	10:20-10:50	10:20-10:50
5 th Grade	11:25-11:55	11:25-11:55	11:25-11:55	11:25-11:55	11:25-11:55
	Vir	Mondaysat9:30 tual Of	fice Ho	ours	
	Vir burs will be held their Google Clas	tual Of daily by each gra	ade level. There	will be a link to t	
	ours will be held	tual Of daily by each gra	ade level. There	will be a link to t u within 24 hours	
	ours will be held	tual Of daily by each gra ssroom. They wil	ade level. There I get back to you	will be a link to t u within 24 hours	
	burs will be held heir Google Clas	tual Of daily by each gra ssroom. They wil Pre-K	ade level. There I get back to you 9:30-9:45	will be a link to f u within 24 hours 5	
	burs will be held heir Google Clas	tual Of daily by each gra ssroom. They wil Pre-K Kinder 1st Grade	ade level. There I get back to you 9:30-9:45 11:55-12:1 10:20-10:5	will be a link to t u within 24 hours 5 50	
	burs will be held their Google Clas	tual Of daily by each gra ssroom. They wil Pre-K Kinder 1ª Grade 2 nd Grade	ade level. There I get back to you 9:30-9:45 11:55-12:1 10:20-10:5 9:10-9:40	will be a link to t u within 24 hours 5 5 10	
	burs will be held their Google Clas	tual Of daily by each gra ssroom. They will Pre-K Kinder 1 st Grade 2 nd Grade 3 rd Grade	ade level. There I get back to you 9:30-9:45 11:55-12:1 10:20-10:5 9:10-9:40 7:30-8:00	will be a link to t u within 24 hours 5 5 50 0	
	burs will be held heir Google Clas	tual Of daily by each gra ssroom. They wil Pre-K Kinder 1ª Grade 2 nd Grade	ade level. There I get back to you 9:30-9:45 11:55-12:1 10:20-10:5 9:10-9:40	will be a link to t u within 24 hours 5 5 50 0 0	



Weekly Agenda - The Weekly Agenda, as seen in Figure F, shows that face-to-face and remote learners are accountable for the same learning content. Although the method of delivery, activities, and formative assessments may differ, the expected outcomes are the same. This weekly agenda is posted online for parents and students to access for each course MISD offers. It is designed to provide ongoing communication about instructional expectations and assurance for those individuals transitioning from one learning model to the other.

As the example demonstrates, At-Home learning will consist of a combination asynchronous and synchronous learning. At-Home learners will asynchronously watch instructional videos delivered by the teacher and complete assignments found in the campus specific Learning Management System. These learners will also be required to attend the scheduled synchronous Student Conferences hosted by the teacher each week.

	Mo	ndav	Tue	sday	Wedr	esdav	Thur	sdav	Fri	dav
	F2F	Remote	F2F	Remote	F2F	F Remote F2F Remote			F2F Remote	
Daily Objective	Identify the author's purpose in their writing		Identify the organizational pattern of a text		Develop an outline for an expository essay		Create a rough draft for an expository essay		Peer edit our expository rough drafts	
Instructional Video (1)	Author's Purpose Introduction (8 min)		Identifying Supporting Details in Text (15 min)		Outline Introduction (5 min)		<u>N/A</u>		Peer Edit Introduction (3 min	
Instructional Video (2)		nar Introduction min)	N∕A		<u>N/A</u>		<u>N/A</u>		N/A	
Activity	Author's Purpose Socratic Seminar	Author's Purpose Online Discussion	Evaluating Text Practice			Essay Outline ruction	Expository Ess	ay <mark>Rough Draf</mark> t	Peer edit conference in class	Record peer editing process via Zoom
Formative Assessment	Socratic Seminar Reflection	Online Discussion Reflection	Evaluating Text Quiz		Flipgrid Exit Ticket		Sticky note exit ticket	<u>Flipgrid Exit</u> <u>Ticket</u>	Vocal	o Quiz
Attendance	Traditional	Flipgrid Submission	Traditional	Student	Traditional	Outline	Traditional	Student Conference	Traditional	Peer Editing Submission



- Schedules At-Home learners are expected to engage in learning at the same rate as In-Person learners. See below for campus schedules that delineate the overall instructional time. The remote learner times is comparable to this with the minimum minutes of learning content equal to or greater than the following.
 - Full Day Pre-K: 180 instructional minutes
 - \circ K 5th Grade: 180 instructional minutes
 - \circ 6th 12th Grade: 240 instructional minutes

Millsap Elementary School Master Schedule

Total Instructional Minutes K-5: 385-390

Pre-	·K	Kinder	1 st		2 nd	3rd	4 th	5 th
8:9:30 C 9:30-9:45 9:45-10:44 10:45-11:11 11:15-1 Rotatit 11:55-12:3 12:30-2:44 2:45-3:00 3:00-3:30	Recess 5 Class 5 Lunch 1:55 ons 30 Nap 5 Class Recess	8:00-9:45 Class 9:45-10:00 Recess 10:00-11:20 Class 11:20-11:50 Lunch 11:55-1:05 Rotations 1:05-2:00 Class 2:00-2:30 Dog Time 2:30-2:45 Recess 2:45-3:30 Class	8:00-10:20 Class 10:20-11:30 Rotations 11:30-12:30 Class 12:30-1:00 Lunch 1:00-1:30 Recess 1:30-2:10 Dog Time 2:10-3:25 Class	8:35-9: 9:1 Ro 10:20 - 11:55- 12:25-1	35 Morning Work 10 Dog Time 0-10:20 otations 11:55 Class 12:25 Lunch 2:55 Recess -3:30 Class	8:00-9:10 Rotations 9:10-11:25 1st Period 11:25-11:55 Lunch 11:55-2:05 2nd Period 2:05-2:35 Recess 2:35-3:30 Dog Time	8:00-9:10 1st Period 9:10-10:20 2nd Period 10:20-10:50 Recess 10:50-12:00 3rd Period 12:00-12:30 Lunch 12:30-1:40 4th Period 1:40-2:15 Dog Time 2:15-3:30 Rotations	8:00-8:35 Dog Time 8:35-9:45 1st Period 9:45-10:55 2nd Period 10:55-11:25 Lunch 11:25 - 11:55 Recess 11:55-1:05 3rd Period 1:05-2:15 Rotations 2:15-3:30 4th Period
		Rotations	LUNCH		R	ECESS	DOG Time	
	8:00)-9:10 3 rd Grade	10:45-11:15 Pr	e-K		Pre-K		
			Lund / Edward	ds	9:30-	9:45/2:45-3	Kinder	
	9:10-	-10:20 2nd Grade	Lund / Edward 11:20-11:50 Kir		9:30-		Kinder 2:00-2:30	
	9:10-	-10:20 2nd Grade		nder				
		-10:20 2nd Grade D-11:30 1 st Grade	11:20-11:50 Kir	nder illo	1	9:45/2:45-3		
	10:20	0-11:30 1 st Grade	11:20-11:50 Kin Sims and Sanci 12:30-1:00 1st g Eldridge	nder illo rade	9:45-10	9:45/2:45-3 Kinder :00/2:30-2:45	2:00-2:30	
	10:20		11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2	nder illo rade	9:45-10	9:45/2:45-3 Kinder	2:00-2:30	
	10:20	0-11:30 1 [#] Grade 80-11:55 Lunch	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner	nder illo rade nd	1 9:45-10 1st grac	9:45/2:45-3 Kinder :00/2:30-2:45 de - 1:00-1:30	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10	0
	10:20	0-11:30 1 st Grade	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3	nder illo rade nd	1 9:45-10 1st grac	9:45/2:45-3 Kinder :00/2:30-2:45	2:00-2:30	0
	10:20 11:3	0-11:30 1 st Grade 80-11:55 Lunch 55-1:05 Kinder	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3 Vollmer	nder illo rade nd rd	1 9:45-10 1st grad	9:45/2:45-3 Kinder :00/2:30-2:45 de - 1:00-1:30 e - 12:25-12:55	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10 3rd grade 2:35-3:30	0
	10:20 11:3	0-11:30 1 [#] Grade 80-11:55 Lunch	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3 Vollmer 12:00-12:30 4	nder illo rade nd rd	1 9:45-10 1st grad	9:45/2:45-3 Kinder :00/2:30-2:45 de - 1:00-1:30	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10	0
	10:20 11:2 11:2 11:05	0-11:30 1 st Grade 30-11:55 Lunch 55-1:05 Kinder 5-2:15 5 th Grade	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3 Vollmer 12:00-12:30 4 Roberts	nder illo rade nd rd th	1 9:45-10 1st grac 2nd grad 3rd grad	9:45/2:45-3 Kinder :00/2:30-2:45 le - 1:00-1:30 e - 12:25-12:55 de - 2:05-2:35	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10 3rd grade 2:35-3:30 4th grade 1:40-2:15	0 0 5
	10:20 11:2 11:2 11:05	0-11:30 1 st Grade 80-11:55 Lunch 55-1:05 Kinder	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3 Vollmer 12:00-12:30 4 Roberts 10:55-11:25 5	nder illo rade nd rd th	1 9:45-10 1st grac 2nd grad 3rd grad	9:45/2:45-3 Kinder :00/2:30-2:45 de - 1:00-1:30 e - 12:25-12:55	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10 3rd grade 2:35-3:30	0 0 5
	10:20 11:2 11:2 11:05	0-11:30 1 st Grade 30-11:55 Lunch 55-1:05 Kinder 5-2:15 5 th Grade	11:20-11:50 Kir Sims and Sanci 12:30-1:00 1st g Eldridge 11:55-12:25 2 Tanner 11:25-11:55 3 Vollmer 12:00-12:30 4 Roberts	nder illo rade nd rd th	1 9:45-10 1st grad 2nd grad 3rd grad 4th grade	9:45/2:45-3 Kinder :00/2:30-2:45 le - 1:00-1:30 e - 12:25-12:55 de - 2:05-2:35	2:00-2:30 1st grade 1:30-2:10 2nd grade 8:35-9:10 3rd grade 2:35-3:30 4th grade 1:40-2:15	0 0 5

Master Schedule Millsap Elementary 2020-21

Figure G

Millsap Elementary School Pre-K Schedule

Total Instructional Minutes: 320

2020-21 Pre-K Schedule

- 8:00-8:05 Rise and Shine announcements
- 8:05-8:25 Writing
- 8:25-8:40 Calendar/Great Expectations/Music
- 8:40-9:20 Storytime/ELA Circle Time
- 9:20-9:30 Chromebook Skills Review
- 9:30-9:45 Recess
- 9:45-10:45 ELA Small Group/Centers
- 10:45-11:15 Lunch
- 11:15-11:55 PE
- 11:55-12:30 Rest Time
- 12:30-12:50 Storytime
- 12:50-1:15 Math Circle Time
- 1:15-2:15 Math Small Group/Centers
- 2:15-2:30 Snack
- 2:30-2:45 Science/SS Circle Time
- 2:45-3:00 Recess
- 3:00-3:30 Wrap-Up/ Take Home Folders/ Dismissal

Figure H

Millsap Middle School Master Schedule

Total Instructional Minutes: 385

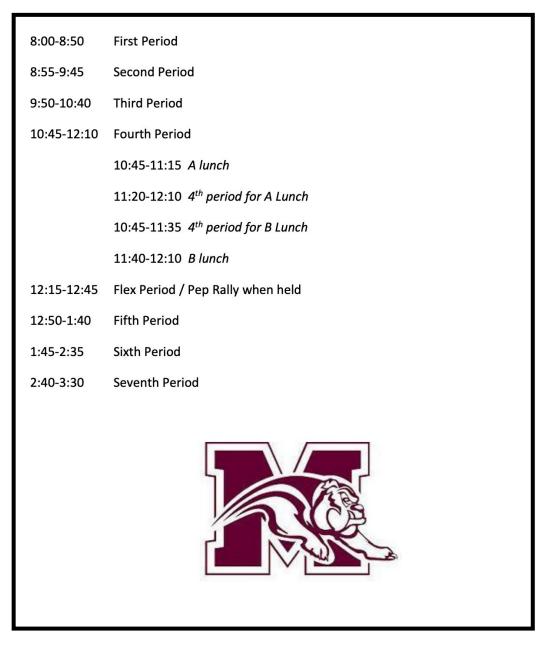


Figure I

Millsap High School Master Schedule

Total Instructional Minutes: 405

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:30-8:00	Office Hours	Office Hours	Office Hours	Office Hours
8:00-9:30	1	2	1	2
9:35-11:05	3	4	3	4
11:10-12:40	5	5	5	5
A Lunch	11:05-11:35	11:05-11:35	11:05-11:35	11:05-11:35
B Lunch	11:38-12:08	11:38-12:08	11:38-12:08	11:38-12:08
C Lunch	12:11-12:41	12:11-12:41	12:11-12:41	12:11-12:41
12:40-1:05	Bulldog Business	Bulldog Business	Bulldog Business	Bulldog Business
1:10-2:40	7	6	7	6
2:45-3:35	8	8	8	8

**Student Conferences are held the last 15 minutes of each period

MEET THE TEACHER 8 PERIOD DAY				
7:30-8:00	Office Hours			
8:00-845	1			
8:50-9:37	2			
9:42-10:33	3			
10:38-11:32	4			
11:32 - 1:03	5			
A Lunch	11:32-12:03			
B Lunch	12:03-12:32			
C Lunch	12:32-1:03			
1:08 - 1:54	6			
1:59 - 2:45	7			
2:50 - 3:35	8			

	FRIDAY A	FRIDAY B				
7:30-8:00	Office Hours	Office Hours				
8:00-8:50	1	2				
8:55-9:40	3	4				
9:45-10:35	7	6				
10:40-11:30	5	5				
11:35-1:00	8 / Lunch i	n the room				
1:00-3:35	Tutorials					
3:35-3:45	Bus pick up					
Off campus 6th and 7th period students will remain on campus in the library and leave after 5th period.						

Figure J

MATERIAL DESIGN

Description: In-Person and At-Home learners will have the same learning opportunity and expectations. At-Home learners will follow the same instructional scope and sequence, be held to the same rigorous learning standards, and be accountable to the same Millsap ISD Grading Guidelines as In-Person learners. Figure K below denotes a summary of the district's instructional materials used to promote student learning.

In the chart below, materials that are used districtwide are designed in the first row under each subject. Additional tools used in specific grade levels are noted under that specific trade level.

Subject/Course Grade Instructional TEKS Progress What What Levels Materials Aligned? Monitoring resources are resources are included to and included to Formative support support EL students? Assessment students with disabilities? Math Instructional Materials *Texas Home Math Elementary Curriculum -Yes TRS Unit *Texas Home Instructional **TEKS** Resource Assessments Learning Learning & Materials Secondary System See TEXGUIDE TEXGUIDE Formative Including GAP Assessment Tool tool chart for additional TEXGUIDE tools Math K-2 Go Math Yes Renaissance Students work ELP's are Instructional addressed in Think Central Star Math at independent level with Materials Prodigy Go Math, RenStar/Freckle Materials vocabulary with pictures ELL specific work Vocabulary Rich Classroom Environment ELP's are Math 3-5 Mentoring Yes Renaissance Students work Instructional Minds Star Math at independent addressed I Materials Prodigy level with Mentoring RenStar/Freckle Materials Minds Vocabulary Rich

(*) Denotes new items that district will review and utilize as appropriate.

Math Instructional Materials	6-8	State Adopted Textbook: HMH – Go Math	Yes		Khan Academy, Discovery Education, Xtra Math, Mentoring Minds, Go Math, Maneuvering the Middle	Classroom Environment Khan Academy, Prodigy, Xtra Math, Discovery Education, Mentoring Minds, Go Math, Maneuvering the Middle
Math Instructional Materials	9-12	State Adopted Textbooks: McGraw Hill & ALEKS	Yes		Accommodated Textbook Assignments and visuals	Accommodated Textbook Assignments and visuals
		Reading Language	e Arts Instr	uctional Mater	ials	
ELAR Instructional Materials	Elementary & Secondary	Curriculum – TEKS Resource System TEXGUIDE Including GAP Tool	Yes	TRS Unit Assessments See Formative Assessment tool chart for additional tools	*Texas Home Learning	*Texas Home Learning
ELAR Instructional Materials	K-5	Units of Study with Bridging Document to ensure TEKS Alignment	Yes	Running Records, Skills tests, Project completion, Writing Samples	Independent Level Student Reading books	ELP's Resources, Vocabulary Rich Classroom Environment
ELAR Instructional Materials	6-8		Yes	Oral Reading, Creative Writing	Khan Academy, Interactive Notes	Khan Academy, Interactive Notes
ELAR Instructional Materials	9-12	State Adopted Textbooks: EMC Connecting with Literature Mirrors and Windows	Yes	Holistic Scoring	Accommodated Assignments	Accommodated Assignments and Visuals

		Science In	structional	Materials		
Science Instructional Material	Elementary & Secondary	Curriculum – TEKS Resource System TEXGUIDE Including GAP Tool	Yes	TRS Unit Assessments See Formative Assessment tool chart for additional tools	*Texas Home Learning	*Texas Home Learning
Science Instructional Material	K-8	Stem Scopes	Yes	Skills Checks, Projects, Labs	Hands-On Various Modalities, Discovery Education, TEXGUIDE, Stem Scopes	Hands-On Vocabulary, Discovery Education, TEXGUIDE, Stem Scopes, ELPS
Science Instructional Material	9-12	State Adopted Textbook: Miller & Levine Person and Houghton Mifflin Harcourt	Yes		Accommodated Textbook Assignments	Accommodated Textbook Assignments and visuals
		Social Studies	s Instructio	nal Materials		
Social Studies Instructional Material	Elementary & Secondary	Curriculum – TEKS Resource System TEXGUIDE Including GAP Tool	Yes	TRS Unit Assessments See Formative Assessment tool chart for additional tools	*Texas Home Learning	*Texas Home Learning
Social Studies Instructional Material	K-5		Yes	See Above & Chart Below	TEXGUIDE	TEXGUIDE
Social Studies Instructional Material	6-8		Yes	One Note, Warm-Up Activities, Quick Checks, Jarret Test Bank	We the People, Khan Academy, Discovery Education, iCivics, History Alive	We the People, Khan Academy, Discovery Education, iCivics, History Alive, ELPS
Social Studies Instructional Material	9-12	State Adopted Textbook: AMSCO, McGraw Hill	Yes		Accommodated Textbook Assignments	Accommodated Textbook Assignments and visuals

Figure K

INSTRUCTIONAL DELIVERY TRANSITIONS

Millsap ISD's instructional delivery will be systematic, aligned, and implemented with fidelity to ensure continuity for students who will transition between learning models. This instructional delivery model will be consistent throughout the year and thus will accommodate for rapid changes in the learning environment, including full district closure. The expected learning environment that will be occurring simultaneously for students includes In-Person learners, committed At-Home learners, and Intermittent At-Home learners.

Proactive planning ensures that Millsap ISD is prepared for the necessary quick instructional transitions. See below for the optional staff deployment models will accommodate various transitions. Staff deployment may vary by campus or grade level bands, contingent upon student selection of learning models. It is expected that At-Home learning percentages will fluctuate each six weeks thus deployment of staff will therefore be adjusted accordingly.

- Option 1: Relatively low percentage of At-Home learners will allow classroom teacher to accommodate In-School and At-Home learners. Teachers will utilize the designated learning management system to support learning and collect assignments. Administrates will ensure adequate resources and supports are provided to assist teachers in accomplishing this work.
- Option 2: Larger percentage of At-Home learners will allow campus principal to schedule class periods during the day specifically for teachers to serve At-Home learners. This designated time will allow teachers more time during the traditional school day to support remote learners.
- Option 3: In the case of a school closure, all students will transition to At-Home learners. The instructional delivery model will accommodate this format where all staff will then be deployed to support At-Home learners. In this case, weekly *Student Learning Conferences* will be scheduled per traditional class period for all learners.

STUDENT PROGRESS

In-Person and At-Home learners will have the same learning opportunity and expectations as demonstrated in Figure A, Figure B, and Figure C. Student progress is foundational to learning, therefore formative assessments will be utilized to check for understanding and "inform" instructional practices to ensure individual student learning needs are met.

Millsap ISD uses multiple measure of student academic success to gauge student academic progress in the curriculum. These measurements of learning require both formal and informal assessments. While some assessments are listed above, below provides detailed information about Millsap ISD's standard assessment for learning tools.

- Formative Assessment Applications Figure C displays district informal formative assessments applications. These tools are utilized daily for both In-School and At-Home learners. Formative assessments are part of the initial lesson design, are aligned to the scope and sequence, and are included on the daily lesson agenda template as seen on Figure F.
- Formative Assessment Tools Below is a sampling of the standard formal assessments for learning that teachers utilize to inform instruction.

Assessment Tool	Tool Designer	Frequency	Content/Grade Level
Measures of Academic Progress	Northwest	3 times	K - 8 Reading, Math, Science
in the second seco	Evaluation	Yearly –	Algebra I, English I, English II
	Association	Beginning,	
		Middle, &	
		End of Year	
Unit Assessments	TEKS Resource	Conclusion	All Core Content grades K-12
	System	of each	
		Instructional	
		Unit	
Released STAAR for	TEA STAAR	3 times	Grades 3 – EOC's
Benchmarks	Released Test	Yearly	
Fountas & Pinnell Reading	Fountas &	Student	K-5 – Use to level students
Assessments & Interventions	Pinnell	Level	reading abilities to select
		obtained 3 x	reading materials and use
		Year	Running Records as an
		2 X	informal assessment ongoing
mClass Screener & Computer	Amplify	3 x Year	Reading K-5 & Math K-3
Interventions	TEA		
*Texas Home Learning	nformal Formativ	o Assossments	
	[[
District Sanctioned Applications	Educator based	On-gong	K-12 use these for informal
such as Google Forms, Quizizz, Kahoot, FlipGrid	on learning outcomes		formative assessments
Exit Tickets		0	K-12 use these for informal
Teacher Observations	Educator based	On-gong	formative assessments
Student Discussions	on learning outcomes		iormative assessments
Student Discussions	outcomes		

Figure L

STUDENT INSTRUCTIONAL SUPPORTS

In order to close the instructional gaps created in the spring of 2020, campuses at Millsap ISD utilize a variety of methods to support student learning and meet individual needs. Below are some of the methods utilized on a regular basis.

- Campus schedules designate specific time for individual student instructional supports based on the data. Descriptions of campus support time is below.
 - MES host *Dog Time* daily. This is a between a 30-minute and 55-minute daily intervention time.
 - MMS hosts *Flex Time* daily which is a 30-minute intervention time to meet individual student needs.
 - MHS hosts *Bulldog Business* 4 days a week. This is a 25-minute time to support student learning needs. Additionally, students who are not being academically successful have mandatory tutorials from 1:00 PM 3:30 PM every Friday afternoon. This is used as motivation for students to demonstrate their best learning.
- Student instructional supports are provided in alignment to individual student need with a combination of teacher and computer assisted instruction given. Campuses use instructional tools, such as Khan Academy, to connect specific instruction to student learning needs.

Using Beginning of the Year MAP data each campus provides direct instruction to students based on the Learning Continuum in MAP.

STUDENT WITH SPECIAL LEARNING NEEDS

In addition to the supports provided to every student, students with special learning needs are provided with special instruction and/or supports to ensure FAPE. These students include students such as Special Education students, 504 students, and English Language Learners.

Regardless of learning model, Millsap ISD will continue to provide appropriate services. These services ensure a student's Individual Educational Plan or specific learning plan is followed. Below are examples of how such services are provided.

- Students who have specialized learning plans have Contingency ARD or Contingency Meeting. This meeting involves a team of stakeholders that are knowledgeable of the student. This team reviews the learning model selected and writes a contingency plan for what needs to be implemented for the specific learning environment – In-Person or At-Home.
- Students who are provided additional minutes of supports obtain these minutes of support through personal contacts using tools such as ZOOM, phone conversations, and home visits.
- Special Education services are provided in alignment to the Special Education Handbook and SPED Teacher User Guide.
- During the COVID-19 crisis, adults are encouraged to attend ARD and 504 meetings virtually. Although given a family feels it is necessary to meet in person, MISD will honor that request.

DAILY STUDENT PROGRESS

At-Home learners are expected to engage in the learning on a DAILY basis and teachers will monitor the student's progress. Below describes more about this process.

- > Daily Attendance At-Home learners will demonstrate progress daily in one of three ways below.
 - Daily Progress in the LMS (Google Classroom PreK-6th; Canvas 7th-12th)
 - Daily Progress demonstrated through Student Teacher Interactions (primarily Student Conference Interactions)
 - $\circ~$ Completion or Submission of an Assignment which are accessible in the designated LMS.
- Student Learning Conferences To ensure students are progressing academically, teachers will host synchronous Student Learning Conferences at least weekly on ZOOM Pro.
- Student Learning Logs Teachers use the Student Learning Log to track individual student engagement in the learning for each instructional day. Teachers are to monitor student attendance through these logs and notify parents/campus administration given a student is not attending class. Campus administration have access to Student Learning Logs and are expected to review logs for student participation.

- Individual Supports As needed, when students are not attending ZOOM conference nor showing daily progress, campus staff will reach out to student as needed to encourage and support student learning.
- Student Attendance Tracking MISD has a formal method for tracking At-Home learner's attendance. See Appendix A for details.

IMPLEMENTATION WITH FIDELITY: PARENT SUPPORT & STAFF LEARNING

The goal of Millsap ISD is to continue to develop the whole child through seamless learning experiences of excellence. To ensure this is possible, Millsap ISD is committed to provide timely professional learning opportunities to educators, students, and staff. All parties will be offered necessary learning opportunities that will promote a smooth transition between In-Person and At-Home learning.

The following sections provides information about the upfront and on-going support Millsap ISD has provided to prepare for and sustain these newly introduced systems of learning.

PARENT SUPPORT

Support and feedback are provided to parents and students in timely, ongoing, frequent basis in alignment with the instructional plan and district adopted Grading Guidelines. The following are system methods for parent feedback and support.

Parent/Student Feedback:

- Systems for Feedback Student/Teacher interaction will occur through daily submissions in Google Classroom (PreK-6th)/Canvas (7th-12th), Student Learning Conferences, and Virtual Office Hours.
- Additional Methods Teachers will reach out individually to students when student is not making desired progress as per the district Grading Guidelines.

Parent Support & Interactions: This will occur through an array of systems as explained below.

- Complementary Contact All parents will receive an automatic notification if At-Home learner is absent for the day. Given a parent is notified, the student may still earn attendance for the course on that day by engaging through the designated LMS or submitting an assignment.
- Weekly Agenda Each week parents will be able to view the weekly agenda (Figure F) which will provide comprehensive information concerning the classroom learning objectives, instruction, formative assessment, and attendance methods for the week.
- Instructional Videos Weekly Agendas host teacher instructional videos. These short instructional videos not only support student learning but also provide parents information so that they can support their child(ren).
- Question Corner The district provides an online Question Corner where parents can submit questions via email and obtain responses anytime during the standard school hours.

Help Hotline - MISD has established a Help Hotline. This phone service is available during standard school hours and provides timely services for all families.

Timely Parent Support: These supports are put in place to ensure families have timely information and support from Millsap ISD.

- Virtual Parent Meetings Prior to the start of school, all campuses hosted a Virtual Parent Meeting on ZOOM open to the public. This meeting was the formal rollout of the 2020 Back to School Plan. The meeting was held by the campus principal with district level support. The approximate 2 hour meeting concluded with a full scope of Q&A where parents had the chance to ask questions and receive answers.
- Thursday Video Updates These updates from MISD are provided on the Millsap ISD Facebook and Twitter pages. These video updates are short in length, yet filled with up to date information of parent interest.
- Back To School 2020 This website page is filled with general information about the 2020 back to school plan. The webpages are inclusive of information on Health and Safety, Instructional Delivery Methods, Community Support, Additional Resources, and Frequently Ask Questions.
- Parent How To this website page is filled with video links and information's for parents about how to support their child(ren). It is including such items as expectations, attendance information, campus *Student Learning Conference* schedules, and much, much more. See figure F for comprehensive information.

Resource	Audience	Link
Chromebook Overview and Tips	In-Person learning	https://youtu.be/s-gtMevMAqY
Canvas - Gaining Parent Access to Canvas (Grades 7- 12)	In-Person learning	https://youtu.be/ZLLABJ45H08_
Comments from the Nurse (Weekly Screener, Millsap Medical, Medications)	In-Person learning	https://youtu.be/5Eo6ptkpNFA
Common Expectations	At-Home learning	https://docs.google.com/presentation/
Google Classroom - Receiving notifications from Google Classroom (Grades PK-6)	In-Person learning	https://youtu.be/GkRDY7LxPzo
Parent Portal Overview	In-Person learning	https://youtu.be/VcY0QU7fzSY
Single Sign On for Students AND Parents	In-Person learning	https://youtu.be/B9LPREbZQoY
Student Attendance for Remote Learners	At-Home learning	Attendance Requirement for At-Home Learners
Timely Supports - Help Hotline	In-Person learning	(940) 682-3100 (goes live the first day of school)
Timely Supports - Questions Corner	In-Person learning	www.millsapisd.net/help
Weekly Class Agenda Overview	At-Home learning	Agenda Overview Video

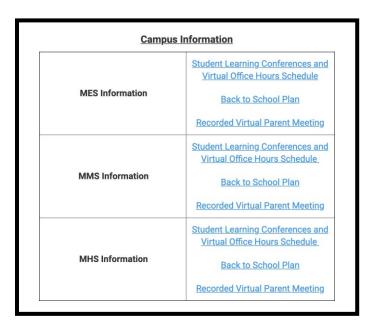


Figure N

In summation, Millsap ISD believes in a partnership with parents. As the needs of families change, the district will gather feedback and make plan adjustments to meet the needs as they arise.

STAFF TRAININIG

In preparation for the 20-21 school year, the summer of 2020 was dedicated to creating new systems and training staff in how to effectively conduct on-line asynchronous instruction. System refinements are expected to occur during the school year and training will be provided as needed.

- Educator Professional Learning In the summer 2020 the district published a Summer Professional Learning Guide complete with a Scorecard where upon completion teachers could earn a monetary gift for completion of summer work. The guide includes over 42-hours of professional learning opportunities that align to the district designed Blended Learning Model and prepares staff to work in the designated Learning Management System and utilize the district supported applications from Figure C. This summer learning, conducted in partnership with ESC Region 11, was a great success and the district paid over \$23,000 to teachers who completed the trainings.
- Back to School Week Due to the current circumstances, the Back-to-School week was altered to accommodate time for staff to work in PLC's on designing lessons and making instructional videos for this novice remote learning environment. Of the 5 staff in-service days, three were dedicated to individual design of lessons and planning and one day was a teacher workday. This

allowed campus teachers 4/5 days to work on their classroom and remote instruction in preparation for learners who would return to learning both face-to-face and remotely.

- Back to School Week Technology Support While many teachers are comfortable with the technology tools needed to implement an effective remote learning environment, others are not. The Back to School Week designated multiple days when staff could individually meet with the MISD Technology Director to gain insight on how to use tools for instructional success.
- 2020-21 Professional Learning Days At this point in time, all the staff development days for 20-21 have been dedicated to staff preparation for teaching and learning. While one cannot project the future needs, given the year continues as it started this dedicated time will be greatly needed and appreciated by staff who are essentially working in two contexts simultaneously.
- Administrative Training Millsap ISD campus and district instructional staff attended the ESC Region 11 Engage by Design course with campus teachers. This course was over 4 days and included self-paced work to support the transition to this new environment. Additionally, campus administration will be required to attend selected TEA recorded trainings concerning how to effectively support and monitor staff in a remote environment.

Appendix A **MILLS REMOTE LEARNERS** B Α Intermittent In-Person Learner At-Home Learner At-Home Learner Subset of previous - Not attending school on-site for a certain timeframe TxEISGeneric Code: IRA (Intermittant Remote Learner) Asych) Attendance Attendance Attendance ee At-Home Learner Document & At-Home Learner Attendance Work Flow See Intermittent Learner Document & Intermittent Attendance Work Flow TxEIS Attendance Code TxEIS Attendance Code TxEIS Attendance Code Z = IRA Student State Attendance Expectations Enforced State Attendance Expectations Enforced

Questions and Answers:

- 1. What is the process for a student who transitions between models?
 - a. A to B transition: Each six weeks parents may select new learning model through MISD Learning Model Commitment Form. See #5 for submission dates. Dates can also be found on the MISD website under "Parent How To."
 - b. Ato Ctransition, see the exact process as described in the *Intermittent At-Home Learning Form*. Communication for students moving to and returning from Intermittent Learner status is essential to success.
- 2. How will we know secondary students are earning course credit when they are At-Home Learners?
 - a. MMS Teacher will monitor student attendance for each period and notify parent and principal when absences are concerning.
 - b. MMS Campus administration will be responsible to monitor courses for high school course credit and send attendance letters out accordingly (for In-Person Learners, TxEIS will autogenerate the letters).
 - c. MHS Campus designee will use the *Student Learning Log* to transcribe period by period attendance for remote learners to TxEIS. Attendance will not be up to date in TxEIS until the day after the remote learning occurred. Reports can then be accessed via TxEIS. Campus Principal will designate person to input data to TxEIS.
- 3. How will we know EXACTLY when a student returns to school?
 - a. Due to the complexity of this work, any student who becomes/returns to an In-Person learners from a remote learner must FIRST check in to the campus office. Campus office should notify Marsh/Burchette/Gonzalez of the transition.
 - b. Given the student is in category C, the process for returning to school can be found on the *Intermittent At-Home Learning Form* document. The process being used includes submitting an updating information in the form.

- c. Marsh will update student attendance each morning at 7:00 AM according to the status designated in the *Intermittent At-Home Learning Form*.
- d. If a student arrives unexpectedly the morning they need to return to school, a direct call to Marsh will allow her to update the attendance in a timely fashion so teachers on that specific day can take attendance in Gradebook.
- 4. What if a student who is coded an At-Home Learner shows up in class without teacher knowing they are attending In-Person?

This process is very important because official attendance is being taken based on how the student is coded in TxEIS/Gradebook. We all must work together to ensure the coding is correct.

- a. Teacher should immediately notify campus Principal/Asst. Principal.
- b. If administration did not know the student was on campus, they should handle the situation appropriately and notify Marsh/Burchette/Gonzalez if student placement has changed so attendance can be immediately updated.
- c. If this student was in category C, the *Intermittent At-Home Learning Form* should be updated.
- 5. When can a student change their selected Learning Model?
 - a. This only occurs at the six weeks period. See below for dates the form will be published to parents to request placement alterations.
 - b. If there is an emergency case and a change is needed the campus and district administration will come to a consensus on the optimal decision.
 - c. Any changes must be followed by direct notification of attendance personnel in order to accurately record the data for attendance (Marsh/Burchette/Gonzalez).

Survey Published Date	Complete Before
August 6, 2020	August 10, 2020
September 9, 2020	September 15, 2020
October 14, 2020	October 20, 2020
December 16, 2020	December 22, 2020
January 27, 2020	February 2, 2020
March 22, 2020	March 26, 2020

- 6. What are the attendance expectations for ALL students?
 - a. TEA requires daily attendance and daily participation in the At-Home Learning Models. Students will be required to participate online daily and traditional attendance rules will be enforced.
 - b. 90% Attendance Law TEC 25.092. The minimum attendance for class credit rule of TEC 25.092, will be in effect for the 2020-2021 school year. Students are required to attend at least 90% of their classes to receive credit and be promoted.
 - c. State Truancy Laws Truancy laws will apply to students who fail to attend school whether they are In-Person or At-Home Learners.
- 7. What qualifications does a student need to do to become an Intermittent At-Home Learner?

- a. During the first six weeks, ONLY students who are not at school due to health-related matters can be coded *Intermittent At-Home Learners*. This will allow MISD time to refine the process and make changes before complicating the system by adding additional students to the mix.
- b. In the future, there may be a time when students other than those described above can go through an official process and request to become an *Intermittent At-Home Learner* (with approval).
- 8. How will teacher know if student is a Remote Learner (B or C)? Marsh will code the attendance of each Remote learner with the specific designation of At-Home Learner (B) or Intermittent At-Home Learner (C). These codes will be updated each morning based on the Intermittent At-Home Learning Form and list of At-Home Learners (from six weeks commitment). Campus Principal approves remote learning list. Attendance will not be available for teachers to record given a student is coded either code. Student will show up grey in the teacher attendance site. See below.

Attendance

Student ID	Last Name	First Name	Attendance			Grade	Course Section
051231	BLAKENEY	TYLER B	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
012890	BYRD	DALTON J	 Absent 	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
\$ 015629	CHRIESTENSON	BAYLEE C	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
012577	COTTON	TAYLOR S	O Absent	O Tardy	Present	12	01 SERVANT LEADERS (9008-01
051335	GONZALEZ	REBECCA M	 Absent 	Tardy	Present	10	01 DCPBS 1304 (BU55-01)
051064	GRIFFON	SAMANTHA J	O Absent	O Tardy	Present	11	01 DCPBS 1304 (BU55-01)
012791	GROUND	KELSEY L	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
015758	MIZESKI	KATHERINE E	O Absent	O Tardy	Present	12	01 SERVANT LEADERS (9008-01
015069	SCHOFIELD	AUTUMN E	RAL STUDE	NTS AT HOM	IE LEARNER	12	01 DCPBS 1304 (BU55-01)
# Students: 9							

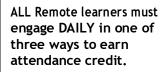
Teacher View on Attendance

Date: 09/14/20 Semester: 1 Period: 03

Tardies are only valid during the first 10 minutes of the period. After that time the student should be considered absent. Attendance has already been posted for this date in one or more courses.

Student ID	Last Name	First Name	Attendance	Grade	Course Section
012884	BEST	KAYDENCE S	PRESENT	10	03 US HIST (2000-03
050998	BURNEY	REBECCA L	PRESENT	11	03 US HIST (2000-03
051479	Dellipaoli	Xander B	PRESENT	10	03 US HIST (2000-03
051130	DEO	MADISON N	PRESENT	11	03 US HIST (2000-03
051103	GAILEY	LONDON F	PRESENT	10	03 US HIST (2000-03
015953	HALL	JACOB K	RAL STUDENTS AT HOME LEARNER	11	03 US HIST (2000-0
050714	HORD	HUNTER R	RAL STUDENTS AT HOME LEARNER	11	03 US HIST (2000-0
051019	KEPLINGER	ALLISON G	PRESENT	11	03 US HIST (2000-0
012858	LARA	JOHN A	PRESENT	11	03 US HIST (2000-0
015538	MCKEY	STEVEN B	PRESENT	11	03 US HIST (2000-0
012755	MCMINN	JUSTIN H	PRESENT	11	03 US HIST (2000-0
012818	MEJIA	ALEXIS M	PRESENT	11	03 US HIST (2000-0
012853	MELENDREZ	MALIYAH D	PRESENT	10	03 US HIST (2000-0
050918	PAGAN	CHEYNNE L	PRESENT	11	03 US HIST (2000-0
051053	RENEAU	TYLER A	IRA STUDENT INTERMIT AT HOME	11	03 US HIST (2000-0
012677	SAVAGE	MAKAYLA R	PRESENT	11	03 US HIST (2000-0
012772	STEVENS	KYLEIGH M	PRESENT	11	03 US HIST (2000-0
# Students: 17			Absent 3 Tardy 0 Present 14		

ATTENDANCE AT-HOME LEARNERES WORK FLOW, 20-21



TxEIS:

Present for At-Home learners is recorded as RA (Remote Asynchronous)

ADA Attendance

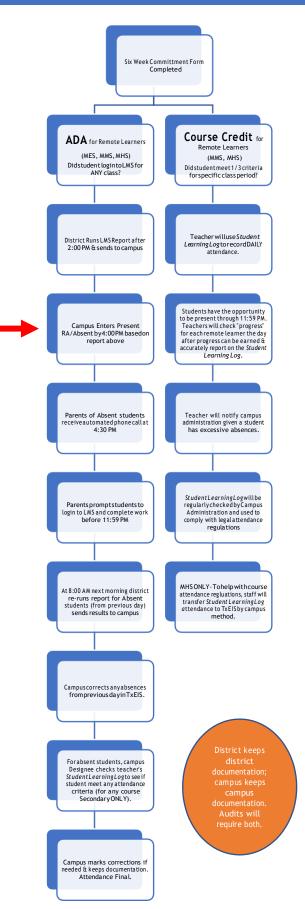
"Teachers" do not participate in ADA attendance unless information is requested.

This attendance is taken once daily and is purely for state funding and based on the SAAHB and TEA regulations.

Course Credit Attendance Secondary teachers are fully responsible for Course Credit attendance. This is taken each period for every class through the Student Learning Log.

Remote Learners: Include both *At-Home Learners* and *Intermittent At-Home Learners*.

2:00 PM - Campus secretary will enter all attendance per district LMS spreadsheet & parent contacts. Present codes for all remote learners will be entered as RA & Absent codes per parent calls will be entered at this time.



Commitment:

At-Home Learners are committed to learning remotely for six weeks at a time. There will not be any changes during the six weeks unless substantial unforeseen circumstances arise. Any changes will have to be agreed upon by campus and district administration and communicated to district attendance staff.

Student Expectations:

- Login to LMS (PreK-6th Google Classroom/7th 12th Canvas) before 2:00 PM
- Attend ALL Student Learning Conferences

TxEIS:

- Marsh will code each At-Home learner in TxEIS with a generic code of RAL (Remote Asynchronous Learner). This code will allow district to run group attendance reports tracking At-Home Learner attendance. It will also enable district to track any student who worked as an At-Home Learner during 20-21.
- Marsh will code At-Home Learners as an "RA" in attendance. This code simply means the student is an At-Home Learner and will grey out the student in the teacher attendance page. When student is grey teacher will not be able to take standard attendance.

			od. After that time the student should be con	sidered ab:	sent.
ttendance has al	ready been posted	for this date in one	e or more courses.		
Student ID	Last Name	First Name	Attendance	Grade	Course Section
012884	BEST	KAYDENCE S	PRESENT	10	03 US HIST (2000-03
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051130	DEO	MADISON N	PRESENT	11	03 US HIST (2000-03
051103	GAILEY	LONDON F	PRESENT	10	03 US HIST (2000-03
015953	HALL	JACOB K	RAL STUDENTS AT HOME LEARNER	11	03 US HIST (2000-03
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012858	LARA	JOHN A	PRESENT	11	03 US HIST (2000-03
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012755	MCMINN	JUSTIN H	PRESENT	11	03 US HIST (2000-03
012818	MEJIA	ALEXIS M	PRESENT	11	03 US HIST (2000-03
012853	MELENDREZ	MALIYAH D	PRESENT	10	03 US HIST (2000-03
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012677	SAVAGE	MAKAYLA R	PRESENT	11	03 US HIST (2000-03
012772	STEVENS	KYLEIGH N	PRESENT	11	03 US HIST (2000-03
# Students: 17			Absent 3 Tardy 0 Present 14		

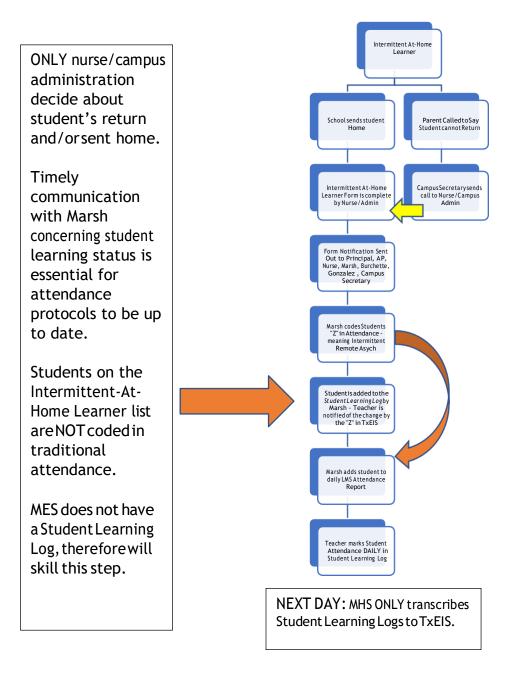
Important Processes

- Due to processes, attendance and educational differences, ALL students who transfer between Learning Models should FIRST check in to the office.
- Given a teacher sees a student In-Person who is coded At-Home the teacher should immediately notify the campus administration.

Attendance Method:

- Per TEA guidelines, At-Home Learners are counted present only when they engage in the learning on a DAILY basis.
- For attendance purposes DAILY is from 12:00 AM 11:59 PM.
- Below is MISD's definition of daily engagement. Students should be counted present given they demonstrate any of these on a given day or period.
 - Progress in the LMS (Canvas 7th 12th / Google Classroom PreK-6th) shown by logging in through the My Millsap Single Sign-on then the designated application.
 - Progress demonstrated by Interaction with the Teacher (primarily Student Learning Conferences)
 - Progress demonstrated through student submission/completion of an assignment.

INTERMITTENT AT-HOME LEARNER WORK FLOW



Purpose:

The purpose of this form is to ensure effective, efficient communication occurs cross-district pertaining to students who are not on campus due to health or other concerns. These students will become *Intermittent At-Home Learners* for the time period designated on the submission form.

Form Submission Results: Upon submission of the form the following steps will be taken.

- Campus Administration will receive notification of form submission for any student on their campus. Upon notification, administration will inform staff (as appropriate) of the change in educational placement and take necessary steps to prepare for new student instructional model.
- Marsh will update each learner to "Intermittent Asynchronous Remote Learner" (as per the form submissions) in TxEIS. Additionally, Marsh will code student as an "Z" in attendance, ensuring the student is greyed out on the daily attendance view for teachers. When student is grey, teacher will not be able to take the standard attendance. Instead, attendance for intermittent remote learners will be taken through the procedures for *At-Home Learners*.
- District attendance clerk, T. Marsh, will get an automated notification of student change and include attendance for student in the daily attendance process for remote learners.
- Others notified for information only/backup as needed will include campus assistant principal, campus nurse, campus attendance clerk, and E. Gonzalez for district attendance purposes.

How to Use:

- 1. The person who communicates with the family (nurse or campus admin) about student(s) being intermittently at home will complete form for EACH STUDENT that will be at home.
- 2. Before students return to campus, nurse/administration will approve.
- 3. Upon return approval, nurse/administration must go in to the form results and ensure date of return is accurate. Any alterations of return date (reeducations in time away or extensions) will need to be highlighted in yellow.
- 4. Student return date MUST remain accurate on a daily basis as this links directly to student attendance. (It is essential the campus admin/nurse keep Marsh completely updated on the status of students because remote attendance is completely generated from the At-Home learner lists. Remember, attendance is different for In-Person and Remote Learners.)
- 5. Each morning at 7:00 AM Marsh will review form and update highlighted changes in TxEIS alerting the campus teachers of students' current learning status. See below for what teacher will see when opening attendance for a student marked *At-Home Learner* or *Intermittent At-Home Learner*.

Student ID	Last Name	First Name	Attendance			Grade	Course Section
051231	BLAKENEY	TYLER B	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
012890	BYRD	DALTON J	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
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051064	GRIFFON	SAMANTHA J	O Absent	O Tardy	Present	11	01 DCPBS 1304 (BU55-01)
012791	GROUND	KELSEY L	O Absent	O Tardy	Present	10	01 DCPBS 1304 (BU55-01)
015758	MIZESKI	KATHERINE E	O Absent	O Tardy	Present	12	01 SERVANT LEADERS (9008-0
015069	SCHOFIELD	AUTUMN E	RAL STUDE	NTS AT HOM	IE LEARNER	12	01 DCPBS 1304 (BU55-01)
# Students: 9							

*Please note, it is possible to have an *At-Home Learner* who is also an *Intermittent At-Home Learner*. For example, a secondary student who is a remote learner but comes to certain classes on site may also be an *Intermittent At-Home Learner* and therefore NOT attend onsite classes.