



Millsap High School



Campus Improvement Plan 2023-2024

District Mission Statement		Campus Mission Statement	
This mission of Millsap ISD is to inspire, develop, and educate every student in a safe environment to be productive citizens prepared for lifelong learning.		The mission of Millsap High School is to inspire, develop, and educate every student in a safe environment to be productive citizens prepared for lifelong learning.	
District Motto		Campus Motto	
Your child. Their dreams. Our mission.		Every child. Every day. Whatever it takes.	
District Vision Statement		Campus Vision Statement	
Millsap ISD will partner with parents to be the premier educational organization.		Millsap High School will partner with parents 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
- Results of benchmark assessments
- Prior year budgets
- Staff development needs surveys
- Results of State and Federal planning requirements (program evaluations)
- Student retention rates

Informal measures include such as the following:

- Needs identified through campus faculty meeting carried forward to SBDM meetings.
- Review of previous year initiatives to determine over all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Staff e-mails to district level personnel seeking training, etc.
- Review of the district's vision and discussion at the district level. Regarding current information research based strategies that will help us to attain the vision.

Prioritized Strengths

Millsap High School studies led us to the following discoveries regarding MISD strengths and areas of concern, both of which become the major focus of the campus improvement plan, either in form of specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

Strengths	Data Source
FHSP-Distinguished grad plan: 87.5% to the state 81.8%	TAPR 2021 (2020 graduate data)
94% of the STAFF would recommend MHS to a friend as a good place to work.	Spring 2022 Staff Survey
Over 90% state that they have at least one good friend at school and they have at least one adult I would go to at my school if I felt my safety or the safety of others was threatened. Over 80% state they learned learning in math, English and electives; as well as, have the ability to go to college, trade school or the military when they graduate. Over 80% state they feel safe in the classrooms, cafeteria and outside the school. 83% state that time in class is usually spent on learning. 82% state teachers encourage me to do my best. Over 80% state that most adults treat them with respect and they have the technology materials needed to be successful.	Spring 2022 Student Survey
There were no percentage summaries below 80% in the 2022 parent survey. 86.49% gave MHS an A or B overall grade. The lowest percentage summary was that 80.17% of the parents stated that they are informed about their child's progress in a timely manner.	Spring 2022 Parent Survey

ELA I: 71% to the state 67% approached grade level or above. ALG 1: 87% to the state 73% approached grade level or above. BIO: 93% to the state 82% approached grade level or above. US HIST: 91% to the state 88% approached grade level or above. SAT/ACT All subjects 100% to the state 95% approached grade level or above.	TAPR 2021
CCMR 98.6 to the state 63% College ready: 88.9% to the state 53.4% Career ready: 40.3% to the state 18.7%	TAPR 2021 (2020 graduate data)
MAPS Percentage of Students who Met or Exceeded their Projected RIT Score ELA II: 59.8%	Spring 2022 MAPS data

Prioritized Concerns

Areas of Concern	Data Source	Funding Source
There were no percentage summaries below 80% in the parent or teacher survey.	Spring 2022 Parent and Staff Survey	
55% give MHS an over all grade of an A or B. Less than 60% state they like going to school, like the cafe food, think there are consequences for bullies, that the discipline for those who break the rules are consistent and fair overall.	Spring 2022 Student Survey	
ELA II: 63% to the state 71% approached grade level or above. ELA II: 6% to the state 11% mastered grade level. ALG I: 13% to the state 23% mastered grade level. SAT/ACT All subjects 0% to the state 14% mastered grade level.	TAPR 2021	
MAPS Percentage of Students who Met or Exceeded their Projected RIT Score ELA I: 46.7% ALG 1: 42.3%	Spring 2022 MAPS	
Attendance Rate as of 5.16.2022 = 94.01 when the goal is 97%	Asynder as of 5.16.2022	

Millsap High School Campus Improvement Plan 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.

Campus Goals: Teaching/Learning Goals (related to District goal 1):

1. Goal 1: Millsap High School will recruit, develop and retain high quality and motivated staff to ensure student success.
2. Goal 2: Millsap High School will exceed state standards through the Texas Academic Performance Report (TAPR)
3. Goal 3: Millsap High School will ensure each student is College, Career and/or Military Ready (CCMR).

Campus Goals: Operational Goals (related to District goals 2-5):

1. Goal 4: Millsap High School will provide a safe and nurturing learning experience for all students.
2. Goal 5: Millsap High School will partner with parents and community to ensure student success.

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	Goal 1: Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
Campus Goal:	Goal 1: Millsap High School will recruit, develop and retain high quality and motivated staff to ensure student success.
Campus Strategy:	MHS will support teachers with professional development and resources to provide quality instruction to students.
Teaching/Learning X Operational	Population/Students Served: All MHS students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide professional development to attract and retain highly qualified teachers and staff.		All Staff	August-July	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
2 Provide guidance and an individual plan for any teacher or paraprofessional not Highly Qualified to become so within one year of hire.		Superintendent, Assistant Superintendent, Principal	August-July	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
3 All teachers will participate in Professional Learning Communities (PLC).		Campus Administration, Teachers	August -May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
4 All new teachers to MHS will work with a mentor teacher.		Campus Administration, Mentors, Mentees, Assistant Superintendent	August -May	Local, Title II
5 Staff will be provided materials and resources to update equipment and materials to ensure that students are learning in an efficient environment.		Teachers, Campus Administration, Assistant Superintendent	August-May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
6 MHS will access a special education specialist from the Parker County Co-Op to consult and train teachers concerning special education requirements and best practices.		SPED Teachers, Campus Administrators, Counselor, Parker County Co-Op	August -May	Local, IDEA, Parker Co-Op, SpEd funds
7 MHS will continue to implement and provide teachers with training on Canvas.		Teachers, Campus and District Administrators	August -May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
8 Teachers will research and acquire curriculum, programs, materials, equipment, supplies and tests for the implementation and success of industry certifications, state and national assessments and/or course completion.		Teachers, Campus Administration, Assistant Superintendent, Technology	August -May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA, IMA
9 Online textbooks and curriculum will be purchased, uploaded and distributed to students.		Textbook coordinator, Technology Director, Administration	May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA, IMA
10 The technology instructional specialist will provide teachers technology best practice strategies for classroom teachers to use to deliver instruction as well as for students to show mastery of instruction.		Technology Instructional Specialist, All Teachers, Campus Administrators	August -May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
11 All core teachers will be trained and certified in ESL.		Core teachers	August-May	Local, Bilingual/ESL, Title III, Title II
12 All Honors, AP and Dual Credit teachers will obtain 30 GT hours and the 6 hour a year update supported by MISD.		Honors, AP, Dual Credit Teachers, Admin	August-May	HSA, Local, Title II, GT
13 Partner with other districts for specific PLC/PD.		Teachers, Administrators	August -May	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
14 Create videos of students and staff to sell Millsap for retention. Advertise beyond the MISD employment posting including outside the MISD organization.		Administration, A/V & Photo class	March	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA
15 Advertise the pride of Millsap with signage.		Administration, Shop Teacher, SR sponsor	December 2022	Local, CTE, Perkins, Title II, Title III, Bilingual/ESL, SCE, GT, SpEd, HSA

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Provide mentor/mentee teacher training/expectations.	Mentors, Mentees	August	Assistant Superintendent
2 Training on Student Learning Objectives and progress monitoring.	Teachers	August-July	Administration, MAPS, Region 11
3 Training on TRS and TxGuide	Core Staff	August-July	Administration, Region 11
4 Provide PLC time and training.	All teachers	August-May	Campus Administration, Course specialists

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
5 Training on the learning platform (Canvas)	Teachers	August-July	Campus Administration, Instructional Technology Specialist, Canvas/Region 11
6 Training on MAPS Alg1, Eng 1 and Eng 2 EOC teachers.	E1, E2 and A1 teachers	August-May	Administration, MAPS
7 Training on instructional technology best practices.	All Staff	August-July	Technology, Administration, Region 11
8 ESL Training	Core Teachers	August-July	Region 11
9 GT Training	PAP, AP, DC Teachers	August -July	Central Administration, Region 11
10 SPED and 504 Accommodation/modification implementation and documentation training.	Teachers	August -July	Administrator, Counselor, SPED Teachers.

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 List of mentor/mentee teachers and their completion form.	May
2 Sign-in sheets and Agendas from trainings.	May
3 Canvas Classrooms	May
4 Unit tests in DMAC for core teachers using TRS	May

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 TRS Unit Tests	In-Process	Ongoing
2 Canvas course modules.	In-Process	Ongoing
3 ESL Certifications	In-Process	Ongoing

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
4 GT hours	In-Process	Ongoing
5 MAPS Assessments	In-Process	Ongoing

Lagging Indicators Key Strategic Measure (KSM) or Campus 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 GT Certificates	Key Strategic Measure	First Semeser
2 ESL Certificates	Key Strategic Measure	First Semester
3 EOC Scores	Key Strategic Measure	June
4 MAPS data	Key Strategic Measure	Sept-April

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	Goal 2: Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	Goal 2: Millsap High School will exceed state standards through the Texas Academic Performance Report (TAPR)
Campus Strategy:	MHS will ensure that each student achieves one year of growth in each course and have access to co-curricular programs.
Teaching/Learning Operational X	Population/Students Served: All MHS students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Teachers will assess and increase a student's growth of knowledge in a course throughout the year by gathering evidence and data through MAPS, ICEV, TRS unit tests, benchmarks, holistic essays, textbook assessments and/or student portfolios to determine a student's individual growth.		Principal All Teachers	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA
2 History teachers will embed Document Based Questioning (DBQ) in the curriculum and once a year students will focus on an analytical research response/paper.		History Teachers	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA
3 Teachers will provide an "AGENDA" stating the objective, an activity and formative assessment for staff, students and parents to view.		All Teachers	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA
4 Lesson plans, a syllabus, assignments will be posted by the teacher in Canvas and mastery of learning will be submitted to Canvas.		Teachers	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
5 Provide before or after school optional tutorials/study time as well as during the school day tutorial/study time		All staff	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
6 Core teachers will follow ICEV or TRS scope and sequence and utilize ICEV and/or TxGuide resources along with the ICEV and/or TRS unit tests. If using TRS unit tests, teachers are to upload at least 1 unit test twice each semester into DMAC.		Core Teachers	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
7	Facilitate the identification and monitoring of RtI/MTSS students including At-Risk students.		Teachers, Counselor, Campus Administrator	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA
8	The counselor will facilitate the identification and monitoring of ELL students and an ESL teacher will work with teachers of ELL students to ensure student success of learning.		ESL Teachers, Teachers, Campus Administrators, Counselor	August -May	Local, Bilingual/ESL, Title III
9	An ESL language acquisition program will be utilized for beginning language learners.		ESL Teacher, Campus Administrator	Aug-May	Local, Bilingual/ESL, Title III
10	We will facilitate the identification and monitoring of MTSS, Dyslexia, ESL, SPED and 504 students and will work with the teachers to ensure student success of learning.		SPED Teachers, Assistants, Campus Administrator	August -May	Local, SCE, SpEd funds
11	The counselor will facilitate the identification and differentiation of curriculum of GT students by sending the special population student list to staff at the beginning of each semester.		Teachers, Counselor, Campus Administrator	August -May	Local, GT
12	The counselor will facilitate the identification and services for eligible migrant students and homeless youth.		Counselor, Teachers, Campus Administrators	August -May	Title 1 part A, Title 1 part C, ESC 11 shared services
13	Students that failed a STAAR test will receive accelerated instruction.		CCounselor, Instructional Staff, Campus Administrators	August May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA
14	Teachers attend a SPED, 504, ESL and GT informational panel specific to each student on how they learn and their career goal.		SPED, 504, ESL, GT Teachers, Coordinators, PCC	August and May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 TRS and TxQuest Training for Core Teachers	Core Teachers	August-May	Administration, Region 11
2 MAPS Training	EOC teachers	August-May	Administration, MAPS
3 DBQ Training for new staff	History teachers	Fall	Region 11
4 Job embedded coaching for EOC teachers.	EOC teachers	August -June	Region 11
5 Training on best practices of instructional technology.	Staff	August-July	Technology, Teachers, Administrators

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
6 Training staff on the identification of GT, 504, SPED, Migrant, Homeless, Dyslexia and ELL students.	Staff	August-May	Counselor, Department Specialists and Administration

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 Walk Throughs.	Sept-May
2 MAPS Tests	Sept-May
3 CCMR, TSI, ACT, AP and SAT scores	Aug-May
4 TRS Unit tests	Sept-May

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Student Learning Objectives	In-Process	Fall, Winter, Spring
2 MAPS individual goal sheets	In-Process	Fall, Winter, Spring
3 TRS Unit test data	In-Process	Sept-May

Lagging Indicators

Key Strategic Measure (KSM) or Campus 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 EOC Assessments.	Key Strategic Measure	July
2 MAPS	Key Strategic Measure	July
3 State Accountability.	Key Strategic Measure	July
4 AP Assessments	Key Strategic Measure	July

Lagging Indicators Key Strategic Measure (KSM) or Campus 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
5 ACT Assessments	Key Strategic Measure	July
6 SAT Assessments	Key Strategic Measure	July
7 TSI Assessments	Key Strategic Measure	July

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	Goal 3: Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	Goal 3: Millsap High School will ensure each student is College, Career and/or Military Ready (CCMR).
Campus Strategy:	Increase enrollment and success in Dual Credit, Honors, AP, TSI, ACT, SAT and Programs of Study completers in order for students to be CCMR and transition to post-secondary options.
Teaching/Learning Operational X	Population/Students Served: All MHS students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Teachers will utilize student designed labs to create real world and job embedded experiences.		All Teachers, CTE & Science	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
2 MHS will pursue opportunities to increase and build capacity for paid and unpaid internships, practicums and/or shadowing.		CTE Teachers, Counselors, Administration	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
3 Students that are above the national average in PSAT, SAT, ACT and Masters level in EOC will be recognized. Students scoring a 3 or better on an AP exam will be recognized.		Testing Coordinator	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
4 CTE teachers will encourage students to obtain a Program of Study and industry certifications to be marketable in the post-secondary world.		CTE Teachers	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
5 15% of the Honors and AP classroom assessments will reflect a writing response to prepare students for the writing sections on the AP exam.		Honors and AP Teachers	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
6 Teachers will research and acquire curriculum, programs, materials, supplies and tests for the implementation and success of industry certifications, state and national assessments and/or course completion.		Teachers	Fall/Spring	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
7 MHS will provide students the opportunity to take the 42 hour transferable college credit and/or associates degree.		Teachers, Counselor	Aug-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
8 All Algebra 2, Math TSI, English TSI and English 3 students will prepare and take the TSI for CCMR readiness free of charge.		Alg 2, Eng 3 and Counselor	Aug-May	HSA, Local Funds, GT
9 Juniors have the option of taking the SAT or ACT test in the spring semester free of charge.		Testing Coordinator	Spring semester	Local funds, GT, HSA
10 Each student 8-12 will develop a graduation plan and identify post-secondary goals by the end of their junior year.		Counselor, ASVAB	Fall	Local funds
11 The freshman, sophomores and juniors taking Honors, Advance Placement and dual credit English and math courses will take the TSI and PSAT assesement free of charge while it is optional for all other students.		Testing Coordinator	August-May	Local funds, GT, HSA
12 All students will have the opportunity to explore college/trade school options in-person and/or virtual.		Counselor	Ongoing	Local funds, CTE, Perkins
13 All students will attend a Career Exploration event in-person and/or virtual.		CTE Teachers,	Ongoing	HSA, Local funds, CTE, Perkins
14 A college test prep class/bootcamp will be offered to students.		Administration and Counselor	Fall	HSA, GT
15 For all 10th graders and anyone else 9-12 the voluteers will take the ASVAB assessment and once results are in, the counselor helps the student explore digitally the student's career interests.		Counselor	Fall	Local funds
16 All 12th graders are to fill out the FAFSA or TASFA prior to graduation.		Counselors	August-May	Local funds
17 All 9th-12th grade students taking dual credit will have an option of RC, WC or Angelo State University with the college grades monitored by MHS staff every grade reporting period.		Counselors	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II
18 The MISD CTE budget will pay up to \$50 a semester for a CTE high school course that is eligible for a technical dual credit course and/or CTE tuition course.		Admin Counselors, CTE teachers	Aug-May	CTE funds
19 Millsap ISD pays for the CTE student's certification test if the student is still enrolled with MISD at that time.		Admin Counselors, CTE teachers	Aug-May	CTE funds
20 Counselors speak to juniors in the fall to determine senior year off campus and/or learning involving partners such as workforce learning, practicums, etc in order to locate the spring of their junior year the learning partner needed in the fall.		Counsleors, CTE teachers	December	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins, HSA, Title II

Professional Development Needed for Implementation of Action Plan

Description of Content/Training		Audience	Date of Completion	Person(s) Responsible
1	Honors and AP teachers will attend the AP training	Pre-AP and AP Teachers	Summer	Pre-AP and AP Teachers
2	All teachers will be an active member of a Professional Learning Community.	All teachers	Ongoing	Administraton, Teachers, Region 11
3	Training on TSI, SAT and ACT strategies.	Math, Sci, Eng Teachers	Ongoing	Administration, Counselor
4	CTE teachers acquire training on certifications.	CTE Teachers	Ongoing	Administation

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Number of students CCMR ready.	May
2	Completed graduation plans that are foundation with an endorsement.	May
3	Industry Based Certifications	May

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure		Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Number of students taking the AP assessment	In-Process	July
2	Number of students taking the SAT/ACT/TSI	In-Process	July
3	Number of students taking industry certifications	In-Process	July
4	Number of students in practicums	In-Process	

Lagging Indicators

Key Strategic Measure (KSM) or Campus 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	AP scores	Key Strategic Measure	July

Lagging Indicators Key Strategic Measure (KSM) or Campus 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
2 EOC scores	Key Strategic Measure	July
3 Number of students attending college.	Key Strategic Measure	July
4 Number of CTE certifications.	Key Strategic Measure	July
5 SAT, ACT and TSI scores	Key Strategic Measure	Oct

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational	Population/Students Served:

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

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 Campus 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

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational	Population/Students Served:

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

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

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

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

Lagging Indicators Key Strategic Measure (KSM) or Campus 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

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	Goal 4: Millsap ISD will provide a safe and nurturing learning experience for all students.
Campus Goal:	Goal 4: Millsap High School will provide a safe and nurturing learning experience for all students.
Campus Strategy:	Provide physical, emotional, facility and cyber security student and staff safety.
Teaching/Learning Operational X	Population/Students Served: Staff and students

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1 Provide students and staff with mental and physical health safety resources, materials and supplies.		Nurse, Administration, Counselor	August -May	Local funds, SCE,
2 Implement school-wide classroom behavioral expectations.		All Staff	August-May	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
3 MHS will update emergency plans.		Administration	August 2020	Local funds
4 Provide Pregnancy Related Services		Counselor, Nurse, Assistant Principal, Principal	August -May	Local funds, SCE Funds
5 Provide a student awareness on bullying, drug and alcohol, suicide, teen dating violence and child abuse awareness and reporting throughout the year.		Administration, Counselor, Guest Speaker	August-May	Local funds
6 Provide DAEP placement and establish some social emotional learning intervention.		Administration, LPC	August-May	Local funds, SCE
7 Provide Drug Dog visits.		Administration	October-April	Local funds
8 Every classroom will have a safe with mace, an emergency backpack along with the safety chart.		Administration	August	Local funds
9 Staff will actively monitor before school, during lunch, after school and during the passing periods.		All Staff	August-May	Local funds

Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
10 Ensure that all campuses can be adequately monitored for safety and all visitors, students and staff interaction are benign.		Administration	August-May	Local funds
11 Train teachers about their role in safety procedures.		Safety personnel	August-Sept	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
12 Implement comprehensive and robust digital safety protocols that promote education and assure safety for all students, teaches proper digital citizenship, and balances freedom with restrictions.		Technology Instructional Specialist, Administration, Teachers	August 2020	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
13 Seek advice of the School Health Advisory Council (SHAC) to enhance the Coordinated School Health Program.		SHAC Committee	Oct-May	local funds
14 Provide CPR and Peace Officer training as well as Stop the Bleed and bus safety awareness to all students.		Medical Personnel, SRO	August	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins
15 Safe Day "Expectations" in-person rotation and/or video such as information about drills, mental health, stop the bleed, bullying, vaping, reporting, dress code, classroom/campus behavior, bus safety, fire, tornado, intruder and evacuation drills the first six weeks of school.		All staff, Student Leaders, Admin	August-September	Local funds, SCE, SpEd, Bilingual/ESL, GT, CTE, Perkins

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 Train staff and students about recognizing and reporting bullying, suicide, child abuse and teen dating violence.	All Teachers	August	Administration, Counselor
2 Train staff and students on safety.	All Staff and Students	August	Safety Personnel
3 Train staff and student body on digital safety	All Staff and Students	August	Technology Instructional Specialist, Administration
4 Train staff and students on Stop the Bleed	All Staff and Students	August-May	Medical Personnel

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

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion
1 Documentation from events (flyers, web post, school messenger, announcements, etc).	October
2 Duty Roster.	September
3 DAEP is in place and staffed	August
4 Poster of "Safe Alert" reporting for bullying	September
5 Safety poster in each classroom	

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Decrease in the number of referrals for harassment and bullying.	In-Process	June
2 The number of students served in DAEP.	In-Process	June

Lagging Indicators Key Strategic Measure (KSM) or Campus 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 Surveys	Campus Measure	June
2 Teacher Surveys	Campus Measure	June
3 Student Surveys	Campus Measure	June
4 DAEP placements	Campus Measure	June
5 Graduation rate	Key Strategic Measure	June
6 Attendance rate	Key Strategic Measure	June

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	Goal 5: Millsap ISD will partner with parents and community to ensure student success.
Campus Goal:	Goal 5: Millsap High School will partner with parents and community to ensure student success.
Campus Strategy:	Communicate, promote, recognize and be transparent in educating students and serving others.
Teaching/Learning Operational X	Population/Students Served: Parents, Community, Staff and Students

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Parents will be communicated thru Blackboard, MHS Outlook calendar and the MHS Facebook page concerning MHS information.		Administration	August-May	Local funds
2	Staff will communicate with students using student gmail accounts.		All Staff	August-May	Local funds
3	Attendance letters will be sent home to inform parents of excessive absences from the instructional classroom.		Attendance, Administration	August-May	Local funds
4	Communication will be made to students with multiple all day absences.		Attendance, Administration	August-May	Local funds
5	Teachers will follow district grading policy and contact parents as instructed with two-way communication.		All Teachers	August-May	Local funds, Perkins funds, CTE
6	Students that failed a course for the six weeks will have their report card mailed home		Registrar	Sept-May	Local funds
7	Each six week students will be recognized for "A" honor and perfect attendance.		Registrar	Sept-May	Local funds
8	Officers of the student body, class, clubs and organizations will seek out opportunities to serve the community.		Officers and Sponsors	Aug-May	Local funds, CTE,
9	Students and staff will be recognized.		All Staff	August-May	Local funds, CTE, Perkins
10	Provide monthly incentives for student and staff perfect attendance each month.		Attendance Clerk	Sept-May	Local funds

Professional Development Needed for Implementation of Action Plan

Description of Content/Training		Audience	Date of Completion	Person(s) Responsible
1	Train all staff on effective communication skills.	All staff	Ongoing	Administration
2	Train staff on how to use digital devices to communicate such as Blackboard or Remind.	Teachers	Ongoing	Technology, Administration.
3	Train students, staff and parents how to set up Parent Portal alerts	Teachers, Parents, Students	Sept	Technology, Administration.
4	Train students on how to access their gmail account.	Teachers, Students.	Sept	Technology, Administration.

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	List of students that have their report cards mailed home.	August-May
2	Phone system report.	August-May
3	Website.	August-May

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure		Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Decrease in absences.	In-Process	June
2	Number of communications by School Messsenger.	In-Process	June

Lagging Indicators

Key Strategic Measure (KSM) or Campus 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 survey.	Campus Measure	June
2	Student Survey.	Campus Measure	June

Lagging Indicators Key Strategic Measure (KSM) or Campus 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
3 Teacher Survey.	Campus Measure	June
4 Attendance Rate.	Key Strategic Measure	June

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational	Population/Students Served:

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

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

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion
1 Record of Announcements.	August-May
2 Record of School Messenger call outs.	August-May
3 The number of website postings.	August-May

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Number of students passing.	In-Process	August-May

Lagging Indicators Key Strategic Measure (KSM) or Campus 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 Surveys.	Campus Measure	June
2 Student Surveys.	Campus Measure	June
3 Teacher Surveys.	Campus Measure	June
4 Graduation rate.	Key Strategic Measure	July
5 Attendance rate.	Key Strategic Measure	July
6 EOC.	Key Strategic Measure	July

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational	Population/Students Served:

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

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

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

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

Lagging Indicators Key Strategic Measure (KSM) or Campus 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

Campus Action Plan 2021-2022

Campus:	Millsap High School
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational	Population/Students Served:

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

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

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

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

Lagging Indicators Key Strategic Measure (KSM) or Campus 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

STAAR Data
Area of Focus: Mathematics

2020-21 Mathematics STAAR Results

2020-21 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	80	3905	11	14	69	86	31	39	8	10
Hispanic/Latino	10	3791	2	20	8	80	3	30	1	10
White	69	3913	9	13	60	87	27	39	6	9
Economically Disadvantaged	39	3849	8	21	31	79	14	36	4	10
Special Education	8	3576	4	50	4	50	1	13	0	0

2021-22 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	3939	12	16	63	84	30	40	13	17
Hispanic/Latino	12	4000	2	17	10	83	3	25	3	25
White	62	3916	10	16	52	84	26	42	9	15
Economically Disadvantaged	38	3891	6	16	32	84	11	29	3	8
Special Education	9	3490	6	67	3	33	0	0	0	0

2022-23 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	70	3888	11	16	59	84	29	41	5	7
Hispanic/Latino	11	3864	3	27	8	73	4	36	2	18

White	57	3890	8	14	49	86	24	42	3	5
Economically Disadvantaged	30	3885	7	23	23	77	13	43	3	10
Special Education	9	3634	3	33	6	67	1	11	0	0

STAAR Data
Area of Focus: Science

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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

2022-23 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	66	4226	6	9	60	91	48	73	16	24
Hispanic/Latino	11	4155	2	18	9	82	7	64	1	9
White	54	4229	4	7	50	93	40	74	14	26
Economically Disadvantaged	25	4183	4	16	21	84	17	68	6	24
Special Education	7	3481	5	71	2	29	0	0	0	0

2022-23 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	99	4296	2	2	97	98	76	77	30	30
Hispanic/Latino	14	4368	0	0	14	100	12	86	4	29

White	81	4270	2	2	79	98	60	74	25	31
Economically Disadvantaged	44	4224	2	5	42	95	31	70	13	30
Special Education	8	4060	0	0	8	100	2	25	1	13

STAAR Data
Area of Focus: Reading/English Language Arts

2020-21 Reading STAAR Results

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

2021-22 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	93	4084	24	26	69	74	57	61	9	10
Hispanic/Latino	15	4126	4	27	11	73	9	60	3	20
White	77	4072	20	26	57	74	47	61	6	8
Economically Disadvantaged	42	4007	15	36	27	64	22	52	3	7
Special Education	9	3484	8	89	1	11	1	11	0	0

2022-23 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	89	4196	13	15	76	85	56	63	19	21
Hispanic/Latino	16	4229	0	0	16	100	9	56	5	31

2022-23 English I STAAR Results										
White	70	4178	13	19	57	81	44	63	13	19
Economically Disadvantaged	36	4026	7	19	29	81	17	47	3	8
Special Education	10	3955	3	30	7	70	3	30	1	10

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

2021-22 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	83	4173	16	19	67	81	56	67	5	6
Hispanic/Latino	9	3858	3	33	6	67	4	44	0	0
White	70	4193	13	19	57	81	48	69	4	6
Economically Disadvantaged	31	4177	6	19	25	81	19	61	3	10
Special Education	7	3429	7	100	0	0	0	0	0	0

2022-23 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	89	4137	14	16	75	84	57	64	6	7
Hispanic/Latino	14	4192	2	14	12	86	9	64	2	14

White	74	4128	12	16	62	84	47	64	4	5
Economically Disadvantaged	38	4042	10	26	28	74	21	55	2	5
Special Education	9	3659	6	67	3	33	2	22	0	0

STAAR Data
Area of Focus: Social Studies

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2022-23 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	80	4341	4	5	76	95	63	79	31	39
Hispanic/Latino	12	3932	1	8	11	92	4	33	1	8
White	63	4389	3	5	60	95	55	87	27	43
Economically Disadvantaged	31	4214	3	10	28	90	21	68	8	26

2022-23 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	71	4068	2	3	69	97	42	59	11	15
Hispanic/Latino	9	4051	0	0	9	100	7	78	1	11
White	60	4059	2	3	58	97	33	55	9	15
Economically Disadvantaged	31	4006	1	3	30	97	16	52	4	13
Special Education	6	3727	0	0	6	100	1	17	0	0

TAPR Data Enrollment

Enrollment by Grade Level						
Grade Level	2020-21		2021-22		2022-23	
Early Education	0	0.00%		%	0	0.00%
Pre-Kindergarten	0	0.00%		%	0	0.00%
Kindergarten	0	0.00%		%	0	0.00%
Grade 1	0	0.00%		%	0	0.00%
Grade 2	0	0.00%		%	0	0.00%
Grade 3	0	0.00%		%	0	0.00%
Grade 4	0	0.00%		%	0	0.00%
Grade 5	0	0.00%		%	0	0.00%
Grade 6	0	0.00%		%	0	0.00%
Grade 7	0	0.00%		%	0	0.00%
Grade 8	0	0.00%		%	0	0.00%
Grade 9	91	28.60%	101	30.10%	86	25.90%
Grade 10	85	26.70%	84	25.00%	90	27.10%
Grade 11	70	22.00%	80	23.80%	81	24.40%
Grade 12	72	22.60%	71	21.10%	75	22.60%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2020-21		2021-22		2022-23	
All Students	318	100%	336	100%	332	100%
American Indian or Alaska Native	3	0.90%	2	0.60%	1	0.30%
Asian	0	0.00%		%	1	0.30%
Black or African American	3	0.90%	4	1.20%	4	1.20%
Hispanic/Latino	44	13.80%	51	15.20%	48	14.50%

Native Hawaiian/Other Pacific	1	0.30%		%	0	0.00%
Two or More Races	7	2.20%	6	1.80%	4	1.20%
White	260	81.80%	272	81.00%	274	82.50%
Economically Disadvantaged	142	44.70%	141	42.00%	138	41.60%
At-Risk	143	45.00%	171	50.90%	67	20.20%
Special Education	44	%	57	17.00%	63	19.00%

TAPR Data
Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2019-20	2020-21	2021-22
All Students	98.7	95.6	93.9
Male	98.9	95.6	94.1
Female	98.5	95.7	93.6
Hispanic/Latino	99.2	95.7	93.6
White	98.6	95.6	93.8
Two or More Races		93.7	95.1
Economically Disadvantaged	98.7	95.2	93.2
Special Education	99.5	96	93.7
At-Risk	98.6	94.7	92.3

Annual Dropout Rate				
Student Group	Grade Level	2019-20	2020-21	2021-22
	9-12	0	0.3	0.3
	9-12	0	0.6	0.5
	9-12	0		0
	9-12	0		0
	9-12	0	0.4	0.3
	9-12	0		0
	9-12	0		0
	9-12	0		0
	9-12	0		0
	9-12	0	0.7	0.6

TAPR Data Annual and Total Graduates

Annual Graduates						
Subgroup	2019-20		2020-21		2021-22	
All Students	72	100%	76	100%	74	100%
African American	1	1.40%		%	0	0.00%
Asian	0	0.00%		%	0	0.00%
Hispanic	14	19.40%	9	11.80%	14	18.90%
Two or More	1	1.40%		%	3	4.10%
American Indian	0	0.00%		%	1	1.40%
Pacific Islander	0	0.00%		%	0	0.00%
White	56	77.80%	67	88.20%	56	75.70%
Economically Disadvantaged	31	43.10%	29	38.20%	36	48.60%
At-Risk	22	30.60%	20	26.30%	36	48.60%
English Language Learner	2	2.80%		%	0	0.00%
Special Education	9	12.50%	9	11.80%	7	9.50%

Total Graduates (All Students)						
Graduate Type	19-20		20-21		21-22	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%		%	0	0.00%
Foundation High School Program (Distinguished Levels of Achievement)	63	87.50%	68	89.50%	58	78.40%
Foundation High School Program (Endorsement)	0	0.00%		%	6	8.10%
Foundation High School Program (No Endorsement)	9	12.50%	3	3.90%	10	13.50%
Minimum High School Program	0	0.00%		%	0	%