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PRINCIPAL'S PERSPECTIVE - ENGAGEMENT MATTERS

I hope you've all had a great weekend, and our students are enjoying an extended weekend with today off!

Two super important metrics contributing to student success are:

- Attendance (*discussed in last week's newsletter*)
- Engagement / Connectedness

This week, let's focus on why engagement or connectedness matters, and what we can all do to set our kids up for success. This information comes directly from a study completed by Balfanz, Robert, et al.

"STRENGTHENING SCHOOL CONNECTEDNESS TO INCREASE STUDENT SUCCESS." (2024).

Researchers have identified four specific factors that contribute to feelings of school connectedness. Students feel connected:

- When they perceive that specific teachers and/or staff know and care about them as individuals
- When they belong to a supportive peer group
- When they are engaged in prosocial school activities, in which they perceive themselves to be supportive of others
- When they feel accepted within the school community for who they are



Breaking Down the Issue

1. Across all grade levels, students who feel more connected to school have higher attendance rates, higher academic outcomes, and higher graduation and post-secondary success rates.
2. Positive school connectedness has been consistently linked to various positive health outcomes, including lower levels of substance use, better mental health, and reduced violence.
3. A significant number of students, particularly those from marginalized communities and ninth graders, report a lack of supportive adult relationships and meaningful engagement at school

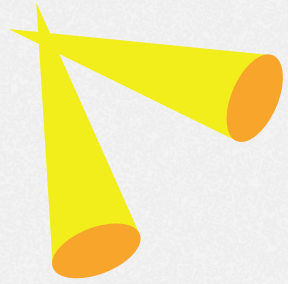
How does school connectedness relate to academic, personal, and health-related outcomes?

1. Across all grade levels, students who feel more connected to school have higher attendance rates, higher academic outcomes, and higher graduation and post-secondary success rates.
2. Elementary and middle-level students who feel connected to school have higher attendance rates, fewer disciplinary problems, and better academic outcomes. They also go on to have better high school graduation rates and greater success in post-secondary education than their less-connected peers.
3. Studies conducted at the high school level have found that efforts to promote students' social-emotional development, which includes student connectedness, are associated with higher graduation rates and greater rates of college enrolment within two years of graduation. Also, researchers have found that school connectedness among adolescents is strongly associated with positive classroom environments, reasonable (not excessively harsh or punitive) disciplinary policies, small school size, and active student participation in extracurriculars.

In a Nutshell...

What we are doing at MHS...

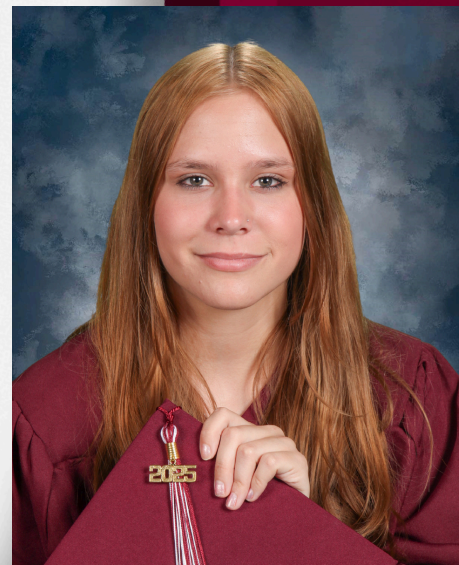
1. We provide opportunities for our kids to get involved in clubs and extra-curriculars.
2. We promote awareness of opportunities through a club fair, announcements, and flyers.
3. Staff members and students personally invite disconnected students to engage in campus life.
4. Teachers use team building activities in class to connect students to one another and the teacher.
5. MHS focuses on the development of the whole-child through offering a variety of programs, courses, clubs, activities and extra-curriculars as a part of the complete educational experience



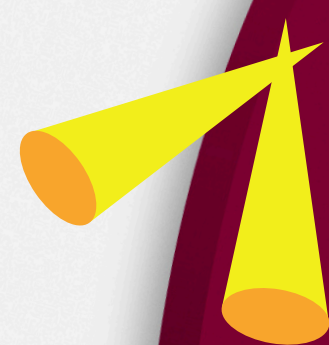
Student Spotlights!

Josie Jackson

- **How long have you been a student in Millsap ISD?** I've been here 4 years, and I went to school in White Settlement. Joining clubs was a big factor in making new friends. Being kind and respectful is also huge.
- **What do you most enjoy about school?** I enjoy learning new things and making new friends. I've made new friends this year, some were previous acquaintances and some were not. I recently joined Archery, and I'm a part of Drama. I joined Archery because I've always loved it. It started with the movie Brave; I wanted to be just as cool as Merida.



- **Who has been most influential in your life and why?** Some of my teachers, especially here at MHS. There are several staff members that I admire because they respect me as a person, they took the time to get to know me, learn how I learn and tailor instruction to my needs. They have their own lives and I've come to see my teachers as real people, who have families and their challenges. This makes me want to be open-minded and empathetic. This is an area that I've grown here at MHS.
- **If you could give advice to your younger self, what would you say?** Don't be afraid to try new things, join that club that you've always wanted to join, and don't wait. Take the leap! I kind of regret not joining any clubs my freshman and sophomore years.
- **In what all clubs, activities &/or programs of study have you been involved, and how has it positively impacted your time here at Millsap?** Drama club has made me more confident and independent. I'm more able to talk to others, make more friends. Archery Club is great because I've always wanted to learn more about it, but I was too afraid to start. This year I just decided, "Why Not? I might as well give it a try to see if I like it." If they have one at college, I'll definitely join. I was in the musical last year and I have the part of Gabriella from High School Musical in this year's production. The show will be in December. I've taken Culinary and Floral Design. I earned certifications in both, and I earned an award in Culinary. Culinary Arts is my pathway. Pathways lead you to success, and you can continue after high school. I plan to go to Culinary School after high school. My involvement in these activities and classes have kept me busy and focused while making high school enjoyable. This is where I've made good friends and gotten to know my teachers.





Cori Ground

- **How long have you been a student in Millsap ISD?** I've been here since pre-K, 13 years!
- **What do you most enjoy about school?** Cosmetology and athletics
- **Who has been most influential in your life and why?** Mrs. King, my pre-K teacher has been most influential. She is loving, accepting, and still supports me to this day! She also had both of my sisters. I'm the youngest.
- **If you could give advice to your younger self, what would you say?** I would tell myself to try new things because you never know what opportunities they could bring. I had never touched softball before, and my freshman year, the coach encouraged me to try out, and I've loved it ever since. I play 1st base and pitch some.
- **In what all clubs, activities &/or programs of study have you been involved, and how has it positively impacted your time here at Millsap?** The opportunity to be a part of the Cosmetology program has opened up possibilities that I didn't think were possible. This is something that I can step right into after high school. This may be a career, but if I go to college and go into medical billing, Cosmetology could be a full time career that I would build up. Athletics has given me the opportunity to meet new people and try new things and enjoy time outside of the school building. I've played softball, basketball and I ran XC my freshman & sophomore years.



Millsap ISD Presents

RED RIBBON WEEK



**"Life is a movie,
LIVE Drug Free!"**

October 28 - November 1

MONDAY - "Walk the Red Carpet"
Wear all the RED you can!



TUESDAY - "Avenge Drugs like a Superhero"
Wear your favorite Superhero shirt!

WEDNESDAY - "Get your head in the GAME & don't do Drugs"
Wear your favorite Spirit shirt or Sports jersey!



THURSDAY - "Scream, NO to Drugs"
Wear your Halloween costume!
(No Gore)



FRIDAY - "Groovy like a Drive-In movie"
Pick a decade & dress Retro!

(ALL ATTIRE MUST FOLLOW DRESS CODE)



80's
70's



**MOVIE
TIME**



COLLEGE READINESS EXAMS

October 30

PSAT/NMSQT

8:00 AM - Classrooms

All Soph

+ Jrs by request

SAT[®]

 **CollegeBoard**

October 31

SAT School Day

8:00 AM - Classrooms

Recommended for Juniors

MHS ASSESSMENT CALENDAR



Month	Date	Evaluations / Assessments (MAP, CBA, EOC, TSIA2, SAT, etc.)	TIME	LOCATION
August	29-30	TSIA2 (TSI Eng & TSI Math students)	8:00	Cafe
	26-28	MAP BoY - Eng I & II	During Class	Classrooms
September	3-5	MAP BoY - ALG I	During Class	Classrooms
October	7-8	TSIA2 (Sign Up)	10:00 AM	MHS Library
	30	PSAT (All 10 + Honors 9 & 11 by request)	8:00 AM	Gym
	31	SAT School Day	8:00 AM	MHS Library
November	13-15	MAP MoY - Alg I MAP	During Class	Classrooms
	18	MoY Make Up		
	20	ASVAB	8:00	Cafe
	19-21	MoY - Eng I & II	During Class	Classrooms
	22	MoY Make Up		
December	3	ENG I - EOC	8:00	6 English Rooms
	3	BIO - EOC	8:00	6 English Rooms
	4	ENG II - EOC	8:00	6 English Rooms
	4	ALG I - EOC	8:00	6 English Rooms
	4	US HIST - EOC	8:00	6 English Rooms
	5-6	MAKE UP DAYS	8:00	501
	16-17	TSIA2 (TSI Eng & TSI Math students)	8:00	Cafe
	17-19	Semester Exams	During Class	Classrooms
January				
February	12	TSIA2 (All Juniors not yet TSI complete + all DC requests for 25-26)	8:00	Cafe
	17-21	TELPAS	8:00	501
	26-28	MAP EoY - Eng I & II	8:00	Classrooms
March	3-5	MAP EoY - Alg I	8:00	Classrooms
	6	MAP Make Up	8:00	Classrooms
	12	US History and Biology Interim	8:00	Classrooms
	13	US History and Biology Interim Make Up	8:00	Classrooms
April	1-4	STAAR-ALT	8:00	Trevey's Room
	8	EOC - ENG I	8:00	6 English Rooms
	10	EOC - ENG II	8:00	6 English Rooms
	11	EOC - ENG I/II MAKE UP	8:00	501
	15	BIOLOGY	8:00	6 English Rooms
	16	US HISTORY	8:00	6 English Rooms
	17	MAKE UP	8:00	501
	23	ALGEBRA I	8:00	6 English Rooms
	24	MAKE UP	8:00	501
May	16-20	SENIOR FINAL EXAMS (tentative)	During Class	Classrooms
	20-22	9-11 FINAL EXAMS	During Class	Classrooms
June	23-26	EOC Re-Tests (tentative)		



FALL SEMESTER EXAMS

Tues., 17th

7:55-8:20--2nd review
8:20-9:30--2nd EXAM
9:35-10:00--BB
10:05-10:30--4th review
10:30-11:40--4th EXAM
11:40-12:10--A Lunch
12:15-1:00--A 5th Per
11:45-12:30--B 5th Per
12:35-1:05--B Lunch
1:10-1:35--6th review
1:35-2:45--6th EXAM
2:50-3:38--8th class

Wed., 18th

7:55-8:20--1st review
8:20-9:30--1st EXAM
9:35-10:00--BB
10:05-10:30--3rd review
10:30-11:40--3rd EXAM
11:40-12:10--A Lunch
12:15-1:00--A Class
11:45-12:30--B Class
12:35-1:05--B Lunch
1:10-1:35--7th review
1:35-2:45--7th EXAM
2:50-3:38--8th class

Thurs., 19th

7:55-8:20--5th review
8:20-9:30--5th EXAM
9:35-10:00--BB
10:05-10:35--8th Review
10:35-11:45--8th EXAM
11:50-12:30--Lunch

Merry Christmas

MHS EXEMPTION POLICY

Freshmen and Sophomores may exempt from two exams. Juniors and Seniors have the opportunity to be exempt from all (*if they meet the exemption qualifications*).

- 1.No unexcused absences.
- 2.Must have an 80 or above average for the SEMESTER
 - a.90-100 can have 4 excused absences
 - b.85-89 can have 3 excused absences
 - c.80-84 can have 2 excused absences
- 3.Three tardies **in one class** will count as one unexcused absence for exemption purposes which results in no exemptions in ANY class.
- 4.No more than three office referrals.
- 5.No time spent in ISS or DAEP.
- 6.**Students are not allowed to be exempt for the first semester of a course that is EOC tested. (English 1, English 2, Algebra 1, Biology, US History)**

(Students with special circumstances can go before the attendance committee.)

All fines should be taken care of and textbooks turned in or paid for to be exempt either semester.



MILLSAP



BULLDOGS

DATE OF GRADE CHECK	DATE ELIGIBILITY IS LOST/ GAINED	STUDENT ELIGIBILITY STATUS
September 13, 2024	September 20, 2024	Ineligible students become eligible if passing all classes at the end of the 1st six weeks grading period. Students not passing at the end of the 1st six weeks grading period become ineligible.
October 4, 2024	October 18, 2024	Ineligible students become eligible, if passing all classes at the end of the 3 week evaluation period.
November 1, 2024	November 8, 2024	Ineligible students become eligible if passing all classes at the end of the 2nd six weeks grading period. Students not passing at the end of the 2nd six weeks grading period become ineligible.
November 22, 2024	December 6, 2024	Ineligible students become eligible, if passing all classes at the end of the 3 week evaluation period.
December 19, 2024	January 13, 2024	Ineligible students become eligible if passing all classes at the end of the 3rd six weeks grading period. Students not passing at the end of the 3rd six weeks grading period become ineligible.
January 24, 2025	January 31, 2025	Ineligible students become eligible, if passing all classes at the end of the 3 week evaluation period.
February 21, 2025	February 28, 2025	Ineligible students become eligible if passing all classes at the end of the 4th six weeks grading period. Students not passing at the end of the 4th six weeks grading period become ineligible.
March 14, 2025	March 28, 2025	Ineligible students become eligible, if passing all classes at the end of the 3 week evaluation period.
April 11, 2025	April 21, 2025	Ineligible students become eligible if passing all classes at the end of the 5th six weeks grading period. Students not passing at the end of the 5th six weeks grading period become ineligible.
May 2, 2025	May 9, 2025	Ineligible students become eligible, if passing all classes at the end of the 3 week evaluation period.
May 22, 2025	May 29, 2025	Ineligible students become eligible if passing all classes at the end of the 6th six weeks grading period. Students not passing at the end of the 6th six weeks grading period become ineligible.
	GRACE PERIOD:	All grading & evaluation periods are followed by a 7 day grace period which ends at the end of the school day.
	HOLIDAY RULE:	All students are academically eligible during a school holiday of a full calendar week or more.

UIL ELIGIBILITY CALENDAR