



Millsap Elementary



Campus Improvement Plan 2024-2025

District Mission Statement		Campus Mission Statement	
The Mission of Millsap ISD is to inspire, develop, and educate every student in a safe environment to be productive citizens prepared for lifelong success.		The Mission of Millsap Elementary is to educate every student to function successfully as a result of a positive learning environment created by dedicated staff, supportive parents, and an involved community.	
District Motto		Campus Motto	
Your child. Their dreams. Our Mission.		Never Stop Exploring	
District Vision Statement		Campus Vision Statement	
Millsap ISD will partner with parents to be the premier educational organization.		All staff at Millsap Elementary School will empower all students to grow at least one full year, while still valuing the whole child.	

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 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 Elementary 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
4th and 5th grade growth	MAP data
Communication	Staff and Parent Surveys
Safe Learning Environment	Safe Learning Environment
Staff Satisfaction	Staff Surveys
Safe Learning Environment	Parent Surveys, Maintenance, and Discipline Reports
CULTURE AND CLIMATE	CKH SURVEYS

Prioritized Concerns

Areas of Concern	Data Source	Funding Source
K-2 academic growth- Lagging Early Literacy	MAP SCORES, MCLASS	Title I, Local Budget, SCE
Lag in Special Populations Progress	TELPAS; STAAR, MCLASS, MAP	Title I, Local Budget, SCE; SPED; Title III
Reading and Math Performance in 3rd grade.	STAAR , MAP, MCLASS	Title I, Local Budget, SCE

Millsap Elementary Campus Improvement Plan Goals

District Goals:

1. Priority 1: Student Excellence
2. Priority 2: High-Quality Staff
3. Priority 3: Stakeholder Engagement and Satisfaction
4. Priority 4: Strong Financial Stewardship and Operational Effectiveness

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

1. Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence
 1. By the end of the 2027-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
2. Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority1: Student Excellence
 2. By the end of the 2027-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES Learning experiences will be routinely differentiated to meet the unique needs of each student and sub-populations.
3. Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence
 3. By the end of the 2024-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES will educate and support students in a safe learning environment conducive to social and emotional health.
4. Priority 2: High-Quality Staff
 4. By the end of the 2024-2028 school year, MES will improve staff retention rates by 10% and increase employee satisfaction to 90%, as measured through annual staff surveys and retention data, by fostering a positive culture of collaboration, ethical practices, and professional growth opportunities. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment.
5. Priority 3: Stakeholder Engagement and Satisfaction
 5. By the end of the 2027-2028 school year, MES will increase stakeholder engagement by 15% through regular, transparent communication and at least four meaningful partnership opportunities, as measured by stakeholder participation rates, feedback surveys, and event attendance data. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.

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

1. 4. By the end of the 2027-2028 fiscal year, MES will maintain a balanced budget while ensuring 100% of allocated resources align with district priorities, as measured through transparent budget reports, annual financial audits, and stakeholder reviews.

2. Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2023-2027) Priority 3: Stakeholder Engagement and Satisfaction Priority 4: Strong Financial Stewardship and Operational Effectiveness
5. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.

Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence
Campus Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence 1. By the end of the 2027-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
Campus Strategy:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence 1.1 Student Achievement & Growth (On Grade Level Performance & Growth in Reading & Math) 1.2 College and/or Career and/or Military Ready 1.3 Life Ready (Whole Child/Student Engagement/Emotional Well-being)
Teaching/Learning Operational X	Population/Students Served: All students, At-Risk, Economically Disadvantaged, ELL. SPED, White, Hispanic

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Utilize interventionist and intervention para to target instruction in small groups.	9	Admin; Interventionist	Ongoing -May 2023	Title 1; Local
2	Frequent progress monitoring of all students in small group instruction		Admin; teachers; interventionists	Ongoing - May 2025	Title 1; Local; TCلاس
3	Provide instructional materials appropriate for student growth to support research based strategies and provide hands on experiences		Admin; teachers, interventions	Ongoing - May 2025	Title 1; Local; State Comp Ed
4	Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance.	1	Admin; teachers; coaches; interventionists	Weekly - May 2025	Local
5	MES will foster a culture of literacy through the use of an enriched library, Fountas and Pinnell, Haggerty, and Amplify		Admin; Reading Instructional Coach	Ongoing - May 2025	Title 1; Local

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6	Continue to increase high yield instructional strategies through the use of instructional vertical PLC, Small group tier 1 ELA instruction (Learning Walks teachers observing teachers) and other learning opportunities	4	Coaches; admin	Ongoing - May 2025	Local; Title 2; State Comp Ed
7	Provide progress monitoring tools such as CLI engage to target and individualize instruction		Admin; teachers; coaches; interventionists	Ongoing - May 2025	local
8	Ensure access to educational materials and resources to provide hands-on, language rich experiences	1	Coaches; admin	Ongoing - May 2025	local
9	Enhance instruction through instructional coaching for Pre-K teachers	4	Coaches; admin	Ongoing - May 2025	state comp ed, local
10	Continue and enhance teacher support utilizing each other's strengths in content PLC	3	Coaches; admin	Ongoing - May 2025	title 1, local, Title 2
11	Utilize Interventionist, Intervention Para, Dyslexia Therapist, and other personnel to provide small group targeted instruction	8	Admin, teachers, Dyslexia Therapist	Ongoing - May 2025	title 1, local, esser
12	Organize and implement MTSS program to determine root cause for struggle and plan of action for acceleration		Coaches; admin	Ongoing - May 2025	local
13	Provide time for peer observation and reflection between grade content.	7	Coaches; admin	Ongoing - May 2025	local
14	Provide ongoing support for Amplify Reading, TEKS Resource, Tx Guide with appropriate instructional materials to increase performance on progress monitoring		Coaches; admin	Ongoing - May 2025	local
15	MES will continue to offer and support annual Spelling Bee & Geography Bee		teachers, coaches, counselor, admin	ongoing	local
16	MES will check into bring back "battle of the books" program		support staff, admin	ongoing	local
17	Provide enrichment activities for students during 'ZONE'		Support Staff, Admin		
18	Annual 5th Grade Service Project		Teachers; Admin		
19	5th Grade Students will spend a week at Camp Grady learning through hands-on enrichment activities		Teachers		

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

Professional Development Needed for Implementation of Action Plan

Description of Content/Training		Audience	Date of Completion	Person(s) Responsible
1	Professional Learning Community time to analyze student performance	Teachers	2020-2021 year; each six weeks	Principal/Assistant Principal
2	Job embedded Training for TEX Guide and Lucy Calkins UOS	Teachers	Ongoing Support 2020-21	Principal; Instructional Coaches
3	TEA Reading Academy	Teachers and Admin	May 2021	Principal; Teacher Trainers
4	Continued training on MAP reports	Teachers	Ongoing	Person responsible; Instructional Coaches; Assistant Supt.

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence		Date of Expected Completion
1	Training documentation and observation of coaching	May 2021
2	PLC Agendas and Sign-in sheets	May 2021
3	Leader of Pack Awards and Ambassador	Weekly thru May 2021
4	Training documentation from MAP training	Oct. 2020
5	Purchase orders for instructional materials	Ongoing 20-21

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure		Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Fountas and Pinnell BAS assessments	In-Process	BOY, MOY, and EOY
2	Amplify assessment data	Predictive	Monthly
3	MAP assessment data	In-Process	BOY, MOY, EOY
4	STAR math data	Predictive	Monthly

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 STAAR scores	Key Strategic Measure	May and June 2021
2 Student Growth as evidenced by MAP assessment	Campus Measure	EOY
3 Student Growth as evidenced by Fountas and Pinnell BAS;Amplify Testing	Campus Measure	EOY

Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority1: Student Excellence
Campus Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority1: Student Excellence 2. By the end of the 2027-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES Learning experiences will be routinely differentiated to meet the unique needs of each student and sub-populations.
Campus Strategy:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority1: Student Excellence 1.1 Student Achievement & Growth (On Grade Level Performance & Growth in Reading & Math) 1.2 College and/or Career and/or Military Ready 1.3 Life Ready (Whole Child/Student Engagement/Emotional Well-being)
Teaching/Learning Operational X	Population/Students Served: All students

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Utilize STAAR, MAP, Amplify, Unit Assessments to engage and other assessment material to target instruction according to student needs	9	Admin; teachers; interventionists	Ongoing - May 2025	Local; Title 1
2	Provide pull-out or inclusion services and instructional materials to increase growth of students with Dyslexia	9	Dyslexia Therapist; Interventionists	Ongoing - May 2025	Local
3	Continue to provide campus-based ESL services to identified ELL students and the necessary support and resources to ensure student success		ESL Coordinator; Admin	Ongoing - May 2025	Local; Title 3
4	Enhance instruction and provide appropriate services and instructional materials for students in special populations including SPED, 504, ESL, GT, At-Risk	2	Admin	Ongoing - May 2025	Local, Title 1; Sped Co-op
5	Maintain a high quality Pre-K program by providing necessary instructional materials	10	Admin, counselor	Ongoing	Local; Pre-K

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6	Provide Migrant services for eligible students	10	Admin, counselor	Monthly	Title 1; state funding; community services
7	Provide Title I, Part A services to homeless children				Title 1; state funding; community services
8	Planning Days for teacher by grade level and by department at least 3 out of 6 six weeks				
9	Utilize a reading and math instructional teacher experts to support efforts for targeted instruction and differentiated learning for all students		Admin; Instructional Coaches	Ongoing - May 2025	Local; Title 1
10	Provide training for Campus Advisory Team to empower teachers to become teacher leaders	8	Admin	Ongoing - May 2025	Local
11	Continue building The Science of Reading by provide TEA's Reading Academy to needed staff	4	Admin	Ongoing - May 2025	Local
12	Target personal instructional growth by providing training according to T-TESS goals		Admin	Ongoing - May 2025	Local; Title 1
13	Continue to train and support paraprofessionals as needed for student success.	5	Admin	Ongoing - May 2025	Local
14	Provide weekly collaborative planning for grade levels with instructional coaches	4	Admin	Ongoing - May 2025	Local
15	Protected weekly PLC time will be provided and structured to discuss common assessments, student work, standards, goals, and professional learning		Admin	Ongoing - May 2025	Local
16	Continue use of "Learning Ally" and EPIC for EB, sped, and dyslexia populations				
17	Volunteers will engage with students by reading to them				
18	WATCH DOGS will interact with students and assist in the classroom		Admin		
19	Paraprofessional training on best practices				

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 GT Update Training	All teachers		Principal; Asst Supt
2 Scottish Rite Dyslexia Training	Dyslexia Therapist	Ongoing	Supt

Professional Development Needed for Implementation of Action Plan

Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
3 GT 30 hour training	New Teachers		Asst. Supt;
4 ESL Instructional Strategies	Teachers	Ongoing	Principal; Teacher Trainers
5 Differentiation	All staff	Ongoing	Principal; Teacher Trainers; Asst. Supt
6 SPED Inclusion Training	All Staff	Ongoing	Principal; PCC; Asst. Supt.

Fidelity of Implementation Indicators

(Evidence the plan is being implemented as written)

Evidence	Date of Expected Completion
1 ARD Paperwork	Annual ARD dates
2 GT choice boards	
3 Math Instructional Coach and Reading Instructional Coach plans	
4 PLC sign-in sheets and minutes	
5 Purchase Orders for materials	Ongoing

Lead Indicators

(In-Process or Predictive Formative Measures)

Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1 Common Assessment Results	Predictive	Each 6 weeks
2 Ampify/STAR Math progress Data	In-Process	Ongoing
3 Instructional Coaches Schedules	Predictive	Ongoing
4 PLC minutes and action plans	In-Process	Ongoing 2020-21
5 SPED Progress Reports	In-Process	Quarterly

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 STAAR Results	Key Strategic Measure	
2 Amplify Reports	Key Strategic Measure	
3 TELPAS	Key Strategic Measure	
4 Benchmark Data and Progress Monitoring	Campus Measure	As scheduled
5 MAP reports	Key Strategic Measure	BOY, MOY, EOY

Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence
Campus Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence 3. By the end of the 2024-2028 academic year, 60% of MES students will demonstrate academic growth by achieving "Meets" or "Masters" performance levels on state assessments in core subjects (Math and Reading), as measured by standardized testing data, while implementing whole-child development strategies to foster student engagement. MES will educate and support students in a safe learning environment conducive to social and emotional health.
Campus Strategy:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 1: Student Excellence 1.1 Student Achievement & Growth (On Grade Level Performance & Growth in Reading & Math) 1.2 College and/or Career and/or Military Ready 1.3 Life Ready (Whole Child/Student Engagement/Emotional Well-being)
Teaching/Learning X Operational X	Population/Students Served: All students

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Conduct regular safety drills and maintain proper documentation including debriefing and refinements as needed.		Safety Coordinator, Principal	ongoing	
2	Go Kits will be provided and maintained with current supplies for emergency situations		Safety Coordinator, Nurse, Principal	ongoing	
3	Support and maintain a Guardian program		Superintendent	ongoing	
4	Utilize a school check-in/out system to track visitors and maintain student safety		Principal, Technology Director	ongoing	
5	Training for substitutes on safety drills such as inviting them to participate in a drill and receiving safety information upon check-in at each campus.		Principal, AP	ongoing	
6	Regularly monitor building and playground equipment to maintain proper working condition and safety		Admin	ongoing	

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
7	Maintain and document weekly door sweep of exterior doors		admin	ongoing	
8	Use Navigate 360 to provide safety announcements and ensure all students and employees are accounted for		Admin	ongoing	
9	Regular guidance lessons will be provided to all students each week		counselor	Ongoing	local
10	Provide an annual parent education meeting focused on supporting social and emotional skills as well as creating a safe campus for all students		admin	Ongoing	local
11	Implement "Capturing Kid's Heart "processes campus wide		all staff, process champions	Ongoing	Title 1, Title 2, \$28000
12	All new staff and paras will be trained in Capturing Kid's Hearts		all staff. process champions	Ongoing	Title 1
13	Utilize district Crisis Counselor as needed to support high-need students		Crisis Counselor; Principal	ongoing	Esser
14	Utilize Carline Hound for safe dismissal practices		Admin; staff	ongoing	
15	Provide two rosters for substitutes		Registrar	ongoing	
16	Provide Stop the Bleed tourniquet and Pepper Spray in All classes		Safety Coordinator, Nurse, Principal	ongoing	
17	Provide T-Case Sped Training				

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
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Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 2: High-Quality Staff
Campus Goal:	Priority 2: High-Quality Staff 4. By the end of the 2024-2028 school year, MES will improve staff retention rates by 10% and increase employee satisfaction to 90%, as measured through annual staff surveys and retention data, by fostering a positive culture of collaboration, ethical practices, and professional growth opportunities. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment.
Campus Strategy:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 2: High-Quality Staff 2.1 Staff Recruitment (Comprehensive Staff Recruitment Plan) 2.2 Staff Retention (Comprehensive Staff Retention Plan) 2.3 Staff Capacity-Building
Teaching/Learning X Operational X	Population/Students Served: All students and staff

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Provide mentors for new teachers		Admin	ongoing	
2	Provide high-quality relevant campus-based professional development.		Admin	ongoing	
3	Provide a positive and supportive working culture for all staff members through implementation of Capturing Kids Hearts		Admin	ongoing	
4	Provide best teaching practices support through concise, measurable, and timely feedback to teachers based on classroom walk-throughs		Admin	ongoing	
5	Provide mentors for new paraprofessionals		Admin	ongoing	
6	Opportunity for paraprofessionals to attend training through Co-Op on classroom management & modified/ALT lessons		Admin	ongoing	
7	Regular individual check-ins with paraprofessionals to review progress & praise successes		Admin	ongoing	

Professional Development Needed for Implementation of Action Plan

Description of Content/Training		Audience	Date of Completion	Person(s) Responsible
1	Reading instruction on guided reading/UOS integration	All Reading Teachers		Admin
2	TEA Reading Academy	All Reading Teachers k-3; admin		ESC 11

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

Evidence			Date of Expected Completion
2	Training agendas		May 2021

Lead Indicators
(In-Process or Predictive Formative Measures)

Measure		Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	TTess Goals		
2	Training sign-ins		

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
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Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 3: Stakeholder Engagement and Satisfaction Priority 4: Strong Financial Stewardship and Operational Effectiveness
Campus Goal:	Priority 3: Stakeholder Engagement and Satisfaction 5. By the end of the 2027-2028 school year, MES will increase stakeholder engagement by 15% through regular, transparent communication and at least four meaningful partnership opportunities, as measured by stakeholder participation rates, feedback surveys, and event attendance data. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.
Campus Strategy:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2024-2028) Priority 3: Stakeholder Engagement and Satisfaction 3.1 Staff Engagement and Satisfaction 3.2 Parent Engagement and Satisfaction 3.3 Community Engagement and Satisfaction
Teaching/Learning X Operational X	Population/Students Served: all staff, students, parents

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Work with the MISD strategic committee on community involvement to increase partnership opportunities for our students.	10	Principal, AP	quarterly 2025	Local
2	Career Day - Survey and collect data from parents on various careers and interests that could be shared with our students through guest speakers campus wide	6	Counselor, Principal	ongoing	Local
3	Reinvigorate the WatchDog program to provide role models for students		Principal	22-23	Local
4	Provide a parent involvement activity (2/semester) for all parents that includes instructional tips for at home learning and support		Principal, Zone Coordinator	ongoing	Local
5	Provide cohort groups for special populations such as ESL family night, special education family nights	7	Principal, Zone Coordinator	ongoing	Local

Actions		T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
6	Designate a staff member to maintain the school calendar with all events updated on a weekly basis with two weeks prior notice of events when appropriate		Principal, school secretary	ongoing	Local
7	Provide a unified campus wide parent communication system such as Class dojo and blackboard		Admin; Technology Director	ongoing	Local
8	Utilize various tools such as newsletters (Bulldog Blast), Smores, Blackboard, and Social Media to tell our story and communicate information.		Admin, teachers, counselor	ongoing	Local
9	Grade level newsletters		teachers	ongoing	Local
10	Teacher will document on google form to log parent contacts		teachers	ongoing	Local

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 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	Priority #4: Strong Fiscal Stewardship & Operational Effectiveness
Campus Goal:	4. By the end of the 2027-2028 fiscal year, MES will maintain a balanced budget while ensuring 100% of allocated resources align with district priorities, as measured through transparent budget reports, annual financial audits, and stakeholder reviews.
Campus Strategy:	Priority 4: Strong Financial Stewardship and Operational Effectiveness 4.1 Fiscal Stewardship with Transparent Budget Development, Adoption, and Management Processes 4.2 Systematic, Long-Range Facility Planning 4.3 Operational Effectiveness and Internal Process Efficiency (Physical Safety Included Here)
Teaching/Learning Operational	Population/Students Served: All staff, all admin.

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
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Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	Millsap ISD Strategic Plan-Balanced Scorecard Base Version (2023-2027) Priority 3: Stakeholder Engagement and Satisfaction Priority 4: Strong Financial Stewardship and Operational Effectiveness 5. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.
Campus Strategy:	
Teaching/Learning X Operational X	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	August 2018

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
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Campus Action Plan 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational X	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 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational X	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 2024-2025

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	
Campus Strategy:	
Teaching/Learning Operational X	Population/Students Served: All

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

2021-22 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1422	27	33	54	67	30	37	19	23
	4	85	1516	22	26	63	74	39	46	18	21
	5	75	1609	14	19	61	81	41	55	26	35
2022-23 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1427	20	27	55	73	31	41	8	11
	4	77	1533	19	25	58	75	36	47	16	21
	5	80	1613	9	11	71	89	49	61	26	33
2023-24 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	83	1425	36	43	47	57	27	33	7	8
	4	78	1503	32	41	46	59	23	29	5	6
	5	79	1668	13	16	66	84	49	62	15	19
2021-22 Mathematics STAAR Results											

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1305	8	67	4	33	1	8	1	8
	4	12	1523	3	25	9	75	7	58	2	17
	5	13	1536	2	15	11	85	4	31	2	15
2022-23 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1368	7	54	6	46	2	15	1	8
	4	10	1443	4	40	6	60	2	20	0	0
	5	8	1611	1	13	7	88	5	63	3	38
2023-24 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1424	4	57	3	43	2	29	2	29
	4	13	1469	6	46	7	54	2	15	0	0
	5	11	1569	4	36	7	64	4	36	0	0
American Indian or Alaska Native	3	0									
	4	0									
	5	1									
American Indian or Alaska Native	3	0									

	4	0									
	5	0									
Asian	3	0									
	4	2									
	5	0									
Black or African American	3	1									
	4	1									
	5	0									
Black or African American	3	1									
	4	1									
	5	1									
Black or African American	4	1									
	5	1									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	1									
Native Hawaiian or Other Pacific Islander	4	1									
2021-22 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	65	1430	19	29	46	71	26	40	16	25
	4	65	1514	18	28	47	72	29	45	13	20

	5	56	1619	11	20	45	80	33	59	20	36
2022-23 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	57	1439	13	23	44	77	28	49	6	11
	4	66	1545	15	23	51	77	33	50	15	23
	5	69	1609	8	12	61	88	42	61	21	30
2023-24 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	72	1420	30	42	42	58	23	32	3	4
	4	59	1513	24	41	35	59	20	34	5	8
	5	66	1684	9	14	57	86	44	67	15	23
Two or More Races	3	0									
	4	3									
	5	3									
Two or More Races	3	3									
	4	0									
	5	1									
Two or More Races	3	4									
	4	4									
2021-22 Mathematics STAAR Results											

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1378	17	47	19	53	9	25	8	22
	4	38	1499	13	34	25	66	15	39	6	16
	5	40	1573	9	23	31	78	18	45	10	25
2022-23 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1388	14	38	23	62	9	24	2	5
	4	38	1508	12	32	26	68	15	39	7	18
	5	40	1585	5	13	35	88	22	55	12	30
2023-24 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	35	1430	16	46	19	54	12	34	5	14
	4	33	1480	17	52	16	48	8	24	2	6
	5	35	1638	10	29	25	71	18	51	4	11
Limited English Proficient	3	2									
	4	4									
	5	7	1543	1	14	6	86	2	29	1	14
Limited English Proficient	3	2									

	4	2									
	5	5	1580	2	40	3	60	3	60	2	40
Limited English Proficient	3	4									
	4	2									
	5	2									
2021-22 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1375	5	38	8	62	6	46	2	15
	4	12	1417	6	50	6	50	2	17	0	0
	5	15	1496	7	47	8	53	2	13	1	7
2022-23 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1375	6	43	8	57	3	21	0	0
	4	15	1439	8	53	7	47	3	20	2	13
	5	9	1435	5	56	4	44	3	33	0	0
2023-24 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	16	1351	10	63	6	38	1	6	0	0

	4	15	1477	9	60	6	40	3	20	1	7
	5	15	1614	5	33	10	67	5	33	2	13
2021-22 Mathematics STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1322	23	56	18	44	4	10	2	5
	4	30	1449	13	43	17	57	10	33	3	10
	5	39	1515	14	36	25	64	9	23	4	10
2023-24 Mathematics STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	39	1356	26	67	13	33	4	10	1	3
	4	26	1402	23	88	3	12	0	0	0	0
	5	31	1593	9	29	22	71	12	39	2	6

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

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

2023-24 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Science

2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	74	3807	25	34	49	66	27	36	16	22
Hispanic/	5	13	3455	10	77	3	23	3	23	1	8
American Indian or	5	1									
Asian	5	0									
Black or African	5	0									
Native Hawaiian or Other Pacific Islander	5	1									
White	5	55	3863	14	25	41	75	19	35	14	25
Two or More Races	5	3									
Economically	5	39	3699	16	41	23	59	10	26	6	15
Limited English	5	7	3455	5	71	2	29	2	29	0	0
Special Education	5	15	3391	10	67	5	33	1	7	1	7
At_Risk	5	38	3492	22	58	16	42	5	13	1	3

2022-23 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	80	3769	25	31	55	69	29	36	12	15
Hispanic/	5	8	3805	4	50	4	50	3	38	2	25
American Indian or	5	0									
Black or African	5	1									

White	5	69	3752	21	30	48	70	24	35	9	13
Two or More Races	5	1									
Economically	5	40	3693	14	35	26	65	12	30	4	10
Limited English	5	5	3503	4	80	1	20	1	20	1	20
Special Education	5	9	3268	4	44	5	56	2	22	1	11

2023-24 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	79	3689	33	42	46	58	20	25	7	9
Hispanic/	5	12	3193	10	83	2	17	0	0	0	0
Black or African	5	1									
White	5	65	3781	22	34	43	66	20	31	7	11
Economically	5	36	3590	18	50	18	50	10	28	3	8
Limited English	5	2									
Special Education	5	15	3285	11	73	4	27	1	7	0	0
At_Risk	5	31	3443	19	61	12	39	3	10	1	3

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

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

2023-24 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Reading/English Language Arts

2021-22 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1422	27	33	54	67	30	37	19	23
	4	85	1516	22	26	63	74	39	46	18	21
	5	75	1609	14	19	61	81	41	55	26	35
2022-23 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1427	20	27	55	73	31	41	8	11
	4	77	1533	19	25	58	75	36	47	16	21
	5	80	1613	9	11	71	89	49	61	26	33
2023-24 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	83	1415	28	34	55	66	29	35	9	11
	4	78	1543	14	18	64	82	38	49	14	18
	5	80	1568	23	29	57	71	38	48	14	18

2021-22 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1305	8	67	4	33	1	8	1	8
	4	12	1523	3	25	9	75	7	58	2	17
	5	13	1536	2	15	11	85	4	31	2	15
2022-23 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1368	7	54	6	46	2	15	1	8
	4	10	1443	4	40	6	60	2	20	0	0
	5	8	1611	1	13	7	88	5	63	3	38
2023-24 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1392	2	29	5	71	2	29	1	14
	4	13	1520	4	31	9	69	5	38	1	8
	5	12	1481	5	42	7	58	4	33	0	0
American Indian or Alaska Native	3	0									
	4	0									
	5	1									

American Indian or Alaska Native	3	0									
	4	0									
	5	0									
Asian	3	0									
	4	2									
	5	0									
Black or African American	3	1									
	4	1									
	5	0									
Black or African American	3	1									
	4	1									
	5	1									
Black or African American	4	1									
	5	1									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	1									
Native Hawaiian or Other Pacific Islander	4	1									
2021-22 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	65	1430	19	29	46	71	26	40	16	25

	4	65	1514	18	28	47	72	29	45	13	20
	5	56	1619	11	20	45	80	33	59	20	36
2022-23 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	57	1439	13	23	44	77	28	49	6	11
	4	66	1545	15	23	51	77	33	50	15	23
	5	69	1609	8	12	61	88	42	61	21	30
2023-24 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	72	1415	24	33	48	67	25	35	7	10
	4	59	1548	10	17	49	83	30	51	13	22
	5	66	1585	17	26	49	74	33	50	14	21
Two or More Races	3	0									
	4	3									
	5	3									
Two or More Races	3	3									
	4	0									
	5	1									
Two or More Races	3	4									
	4	4									

2021-22 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	36	1378	17	47	19	53	9	25	8	22
	4	38	1499	13	34	25	66	15	39	6	16
	5	40	1573	9	23	31	78	18	45	10	25
2022-23 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1388	14	38	23	62	9	24	2	5
	4	38	1508	12	32	26	68	15	39	7	18
	5	40	1585	5	13	35	88	22	55	12	30
2023-24 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	35	1405	16	46	19	54	13	37	4	11
	4	33	1506	6	18	27	82	11	33	3	9
	5	36	1538	13	36	23	64	15	42	4	11
Limited English Proficient	3	2									
	4	4									
	5	7	1543	1	14	6	86	2	29	1	14

Limited English Proficient	3	2									
	4	2									
	5	5	1580	2	40	3	60	3	60	2	40
Limited English Proficient	3	4									
	4	2									
	5	2									
2021-22 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1375	5	38	8	62	6	46	2	15
	4	12	1417	6	50	6	50	2	17	0	0
	5	15	1496	7	47	8	53	2	13	1	7
2022-23 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1375	6	43	8	57	3	21	0	0
	4	15	1439	8	53	7	47	3	20	2	13
	5	9	1435	5	56	4	44	3	33	0	0
2023-24 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	16	1304	11	69	5	31	0	0	0	0
	4	15	1490	6	40	9	60	4	27	2	13
	5	15	1446	9	60	6	40	3	20	0	0
2021-22 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1322	23	56	18	44	4	10	2	5
	4	30	1449	13	43	17	57	10	33	3	10
	5	39	1515	14	36	25	64	9	23	4	10
2023-24 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	39	1325	23	59	16	41	2	5	0	0
	4	26	1439	13	50	13	50	4	15	1	4
	5	31	1463	17	55	14	45	6	19	1	3

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

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

2023-24 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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

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

2023-24 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Social Studies

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	
				#	%	#	%	#	%	#	%

2023-24 Social Studies STAAR Results											
Student Group	Grade Level	# 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	
			#	%	#	%	#	%	#	%

2022-23 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

TAPR Data Enrollment

Enrollment by Grade Level						
Grade Level	2020-21		2021-22		2022-23	
Early Education	1	0.20%	1	0.20%	6	1.10%
Pre-Kindergarten	40	8.40%	56	10.50%	40	7.50%
Kindergarten	73	15.30%	76	14.30%	72	13.60%
Grade 1	66	13.90%	76	14.30%	81	15.30%
Grade 2	72	15.10%	84	15.80%	90	16.90%
Grade 3	76	16.00%	77	14.50%	78	14.70%
Grade 4	71	14.90%	87	16.40%	80	15.10%
Grade 5	77	16.20%	74	13.90%	84	15.80%
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	0	0.00%		%	0	0.00%
Grade 10	0	0.00%		%	0	0.00%
Grade 11	0	0.00%		%	0	0.00%
Grade 12	0	0.00%		%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2020-21		2021-22		2022-23	
All Students	476	100%	531	100%	531	100%
American Indian or Alaska Native	1	0.20%	2	0.40%	1	0.20%
Asian	2	0.40%	2	0.40%	2	0.40%
Black or African American	3	0.60%	7	1.30%	5	0.90%
Hispanic/Latino	71	14.90%	86	16.20%	88	16.60%

Native Hawaiian/Other Pacific	4	0.80%		%	2	0.40%
Two or More Races	18	3.80%	16	3.00%	17	3.20%
White	377	79.20%	415	78.20%	416	78.30%
Economically Disadvantaged	244	51.30%	259	48.80%	272	51.20%
At-Risk	142	29.80%	266	50.10%	224	42.20%
Special Education	35	%	36	6.80%	37	7.00%

TAPR Data
Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2019-20	2020-21	2021-22
All Students	98.9	95.7	94
Male	99	96.2	94.3
Female	98.8	95.2	93.8
Hispanic/Latino	99	95.5	93.5
White	98.9	95.8	94
Two or More Races	98.8	95.5	93.9
Economically Disadvantaged	98.6	95	93.4
English Language Learner	99	96.5	95.8
Special Education	98.8	95.4	94.3
At-Risk	98.8	95.2	93.7

Annual Dropout Rate				
Student Group	Grade Level	2019-20	2020-21	2021-22

TAPR Data Annual and Total Graduates

Annual Graduates						
Subgroup	2019-20		2020-21		2021-22	
All Students	0	100%		100%		100%
African American	0	0.00%		%		%
Asian	0	0.00%		%		%
Hispanic	0	0.00%		%		%
Two or More	0	0.00%		%		%
American Indian	0	0.00%		%		%
Pacific Islander	0	0.00%		%		%
White	0	0.00%		%		%
Economically Disadvantaged	0	0.00%		%		%
At-Risk	0	0.00%		%		%
English Language Learner	0	0.00%		%		%
Special Education	0	0.00%		%		%

Total Graduates (All Students)						
Graduate Type	19-20		20-21		21-22	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%		%		%
Foundation High School Program (Distinguished Levels of Achievement)	0	0.00%		%		%
Foundation High School Program (Endorsement)	0	0.00%		%		%
Foundation High School Program (No Endorsement)	0	0.00%		%		%
Minimum High School Program	0	0.00%		%		%